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ABSTRACT

Financial conditions and new demands suggest that Iowa school districts will continually struggle to satisfy state and community needs. Given this situation and districts' opportunities for seeking alternative arrangements, the recent trend in school closings and district reorganization is likely to continue through the year 2000. This study examines how district reorganization or whole-grade sharing at the high school level affects perceptions of educational quality. The study focuses on the perceptions of students, teachers, parents, and citizens from selected pairs of Iowa school districts that have reorganized or are participating in whole-grade sharing arrangements. A total of 25 representative sites participated. Results indicated that time duration, size, and structural changes had little effect on perceptions of quality or perceptions of school closing effects. Closing a high school was perceived as positively influencing academic programs and participation in extracurricular activities. Reorganization and whole grade sharing were seen as positively affecting school quality, in general, and course offerings and technological access, in particular. Included are a bibliography of 26 references and several appendices containing lists of participating school districts, survey instruments, return rate tables, and means tables. (MLH)

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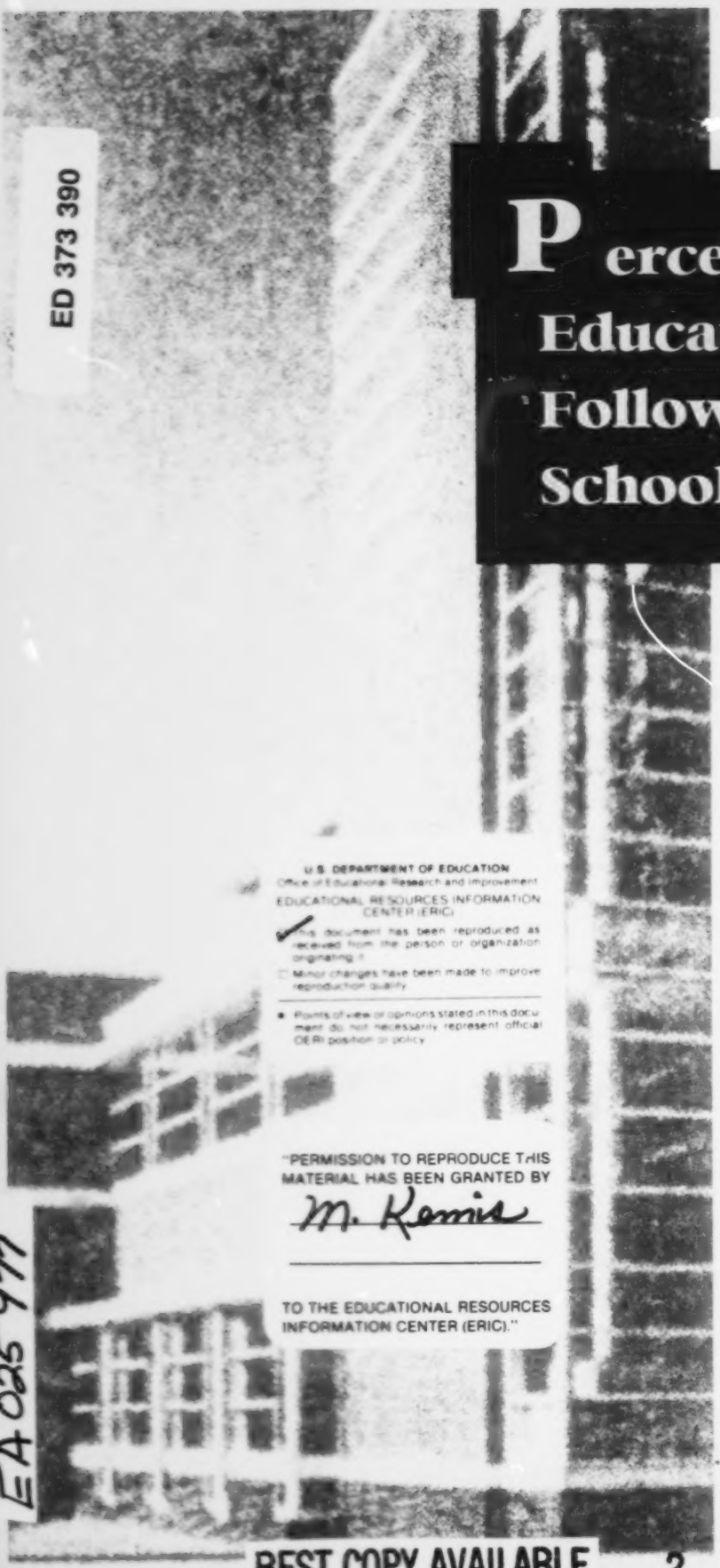

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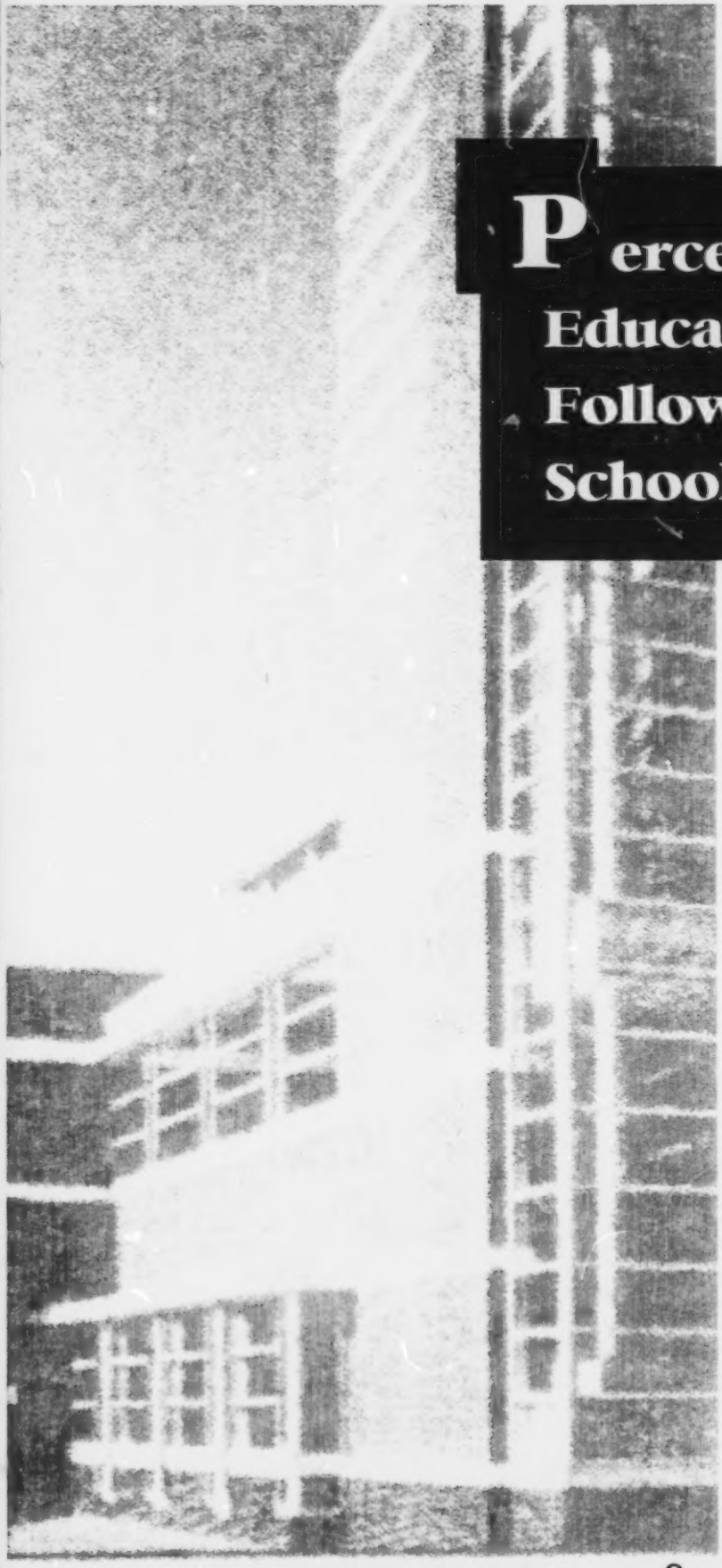

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PERCEPTIONS OF EDUCATIONAL QUALITY FOLLOWING A SCHOOL CLOSING

EXECUTIVE SUMMARY

Purpose of the Study

Financial conditions and new demands suggest that school districts in Iowa will continue to have difficulty satisfying state and community needs. Given this, and the opportunities that are readily available to local school districts to seek out alternative organizational structures to meet these needs, the recent trend in school closings/district reorganization is likely to continue through the year 2000. The literature available provides only limited information of the impact of such reorganization on the communities involved. Most studies have been qualitative studies based on in-depth interviews of a limited sample. Improving understanding of and appreciation for the impact of closing a school will not only facilitate the process a community goes through when making a decision to reorganize their school, but may provide insights to facilitate the transition process.

With this goal in mind, this study focuses on variables that may be useful in facilitating the school closing process. For example, research indicates that perceptions of the impact of a school closing differed among members of the school community (e.g., students, teachers, parents, and community members). Understanding these perceptions may identify groups who are likely to be allies in the process and those who will need particular attention. Identifying key concerns of these groups may help direct facilitating efforts. Research also suggests that perceptions change over time. Studying the process of school closing at two points in time may help school officials, community members, and facilitators appreciate the timing of the change process. According to the literature, the size of the school districts involved in reorganization also impacts perceptions; concerns seem to be greater for larger schools. Additionally, the provisions of the Iowa Code that allow for school closings provide a situation unique to Iowa. Most school reorganizations are preceded by a period of whole grade sharing; yet little is known about the impact of whole grade sharing on the reorganization process.

The purpose of this study is to examine the impact of district reorganization or whole grade sharing at the high school level on perceptions of educational quality. The study focuses on the perceptions of students, teachers, parents, and citizens from selected pairs of Iowa school districts that have reorganized or are participating in whole grade sharing arrangements. The research questions focus on examining the perceptions between and among these groups, and the extent to which time since closing a school (duration), reorganizing with a school of the same or relatively larger size (size), and participating in whole grade sharing or reorganization (structure) affect these perceptions.

The study focuses specifically on the following research questions:

1) Are there significant differences in perceptions among the four groups of respondents (students, teachers, parents, and community members)?
2) Are there significant differences between the perceptions of students, teachers, parents, and citizens of districts that closed their high school attendance center 1-3 years ago and districts that closed their high school 4-10 years ago (Duration)?
3) Are there significant differences between perceptions of students, teachers, parents, and citizens in districts that reorganized or are whole grade sharing with districts of the same relative size and respondents from districts that reorganized or are whole grade sharing with districts that are disproportionately larger (Size)?
4) Are there differences in perceptions between respondents from districts that are whole grade sharing and districts that have reorganized (Structure)?

Methodology

A total of 25 sites participated in the study. Nine of the sites had been participating in either whole grade sharing agreements or had reorganized with another school district within the previous three years. Six of these nine sites shared or reorganized with districts of proportionate size and three shared/reorganized with districts of disproportionate size. Another 10 sites were selected from districts that entered into sharing/reorganization agreements 4-10 years ago. Six of these shared/reorganized with proportionately sized districts and four shared/reorganized with disproportionately sized districts. The remaining six sites selected were drawn from the pool of districts that had not shared or reorganized in the previous 10 years.

Consideration was given to selecting districts that represented the state as a whole. In the final sample, only one Area Education Agency district (AEA V) was not represented. All 12th grade students, their parents or guardians, all senior high teachers, and a sample of community members were surveyed.

Perceptions of the quality of various aspects of the school, as well as educational quality in general, were measured with student, teacher, parent, and community inventories developed by the National Study of School Evaluation (NSSE). Responses were based on a five point Likert-type scale where 1 was "least favorable perception" and 5 was "most favorable perception." Individual item analyses were conducted to identify specific perceptions of strengths and weaknesses. Composite subscale scores were used to analyze the impact of duration, size, and structure on perceptions of quality.

A second survey was developed to more directly examine pertinent issues related to school closings. Respondents were asked to indicate whether they thought they were better or worse off in several areas because of restructuring that had occurred in their district. Respondents from communities that had made no changes in the previous 10 years were asked to speculate what the effect of closing a school would be. Responses were based on a five point Likert-type scale where 1 was "much worse" and 5 was "much better."

Preliminary examination of return rates for each of the response groups in the study indicates that the responses of students and teachers are representative of 12th grade students and high school teachers in districts across the state. However, the response rates of parents and community members may be insufficient to consider these responses representative of these populations and, therefore, these results should be interpreted with caution. The unit of analysis for this study is the school district.

Results

The results suggest that the four response groups have unique perspectives regarding the quality of schools. While this is due in part to differences between the issues surveyed on the inventories, the following profiles do present interesting contrasts. For example, students had favorable perceptions of opportunities to participate in extracurricular activities and with the quality of those activities. They were also pleased with the amount of teacher support available outside of class and with the level of community support and school spirit. They were not as satisfied with the level of personal encouragement teachers extended or with the level of motivation students had to do their best work. They were also concerned about the presence of drug and alcohol problems and the occurrence of cheating in their schools. The greatest indecision among students occurred in areas pertaining to curriculum. Students were particularly uncertain about how their coursework is relevant to their everyday lives, the relationship between homework and school subjects, and whether school programs were preparing students for current complex economic and social problems.

Teachers had positive perceptions about their work environment, their colleagues and the administration of their schools. In particular, they believed that they had sufficient autonomy to

teach what and how they like, to address controversial issues, and that the educational program offered was of high quality. They thought that teachers were competent to meet the needs of students, and they were satisfied with the way students were treated by teachers and administrators. They were also satisfied with the accessibility, support, and fairness of the administration. The limited amount of preparation time, the perceived status of teachers in the community, class sizes, the distribution of faculty workloads, and limited teacher involvement in the development of school policy detracted from total job satisfaction among teachers. Areas in which teacher perceptions were less certain included the relevance of coursework to students' daily life; the level of emphasis placed on critical thinking skills, study skills, and individualization; the quality of programs in sex education, career education, drug education, and vocational education; and whether teachers handled discipline problems consistently.

Positive and negative perceptions of parents were evident in those areas most visible to parents, namely facilities, the academic program, and student activities. Parents believed that building facilities were adequate to support the instructional programs and were well maintained. They also thought that teachers were competent and that teachers and administrators were accessible. Although they were satisfied with programs in mathematics and science, parents expressed less satisfaction with students' ability to see the relevance of their studies to everyday life, the extent to which school was helping students understand moral and ethical responsibilities and understand world problems, and the extent to which students were learning all that they could from their school experience. It was clear that parents thought school activities were important to a complete education and most were satisfied that the activities programs meet the needs of students. It was also evident that parents were concerned about students' use of drugs and alcohol and student discipline.

The perceptions of parents were less clear in areas in which parents were less directly involved. For example, parents were not certain that their concerns were reflected in school decisions, such as school expenditure priorities. They were also less certain of the quality of program factors such as the emphasis on courses grades, the variety of instructional topics, the amount of educational change, or the quality of support services. They were also unsure about the quality of student activities, such as the emphasis placed on social development of students, the role of and emphasis on student athletics, and whether expenses associated with school activities prohibited participation.

Issues addressed on the community survey were generally broader than those of the other surveys. In general, community members displayed considerable support for schools. They understood the mission of the school and recognized the importance of sports and curricular programs to the community. They also thought that teachers were competent and respected in the community and were satisfied that teachers, administrators, and board members were accessible. They thought schools were conveniently located in the community to provide students with equal access to education, that the facilities were adequate and well maintained, and were available for community functions. Community members also expressed interest in schools beyond financial issues. There was some concern that program funding was not equal across schools and that instruction was not given the appropriate budget priority. There was also concern about the use of drugs and alcohol by students, the limited attention given to ethical behavior in the academic program, and the limited attention given to community views in decision making. The results also suggest that community members had either little understanding or few opinions regarding specific elements of the school program.

Although there were similarities among response groups, intergroup comparisons provided stronger evidence of the differences. Students were clearly not satisfied with their level of involvement in making decisions about discipline, while teachers had neither a favorable or unfavorable perception. Students, parents, and community members were also concerned about the use of drugs and alcohol among students. Although teachers were not asked this item specifically, they were not certain that adequate attention was given to drug education within the academic program. There was also agreement between groups regarding student motivation. The average ratings of all groups indicated that respondents were not certain that students are motivated to do their best work.

The profiles and the intergroup comparisons highlight differences in the perceptions related to faculty and staff. The general feeling of teachers, parents, and community members was that teachers were competent and staffs in general were meeting the needs of students. Students, however, expressed dissatisfaction with the assistance they received from counselors/advisors and teachers, as well as with the extent to which administrators included students in decisions that directly affected students. Teachers were concerned that they did not have the respect and esteem of the community, but this concern was clearly not supported by the positive responses of parents and the community.

There were also discrepancies between response groups regarding academic and activity programs. All response groups questioned whether students were learning all that they could in school, and teachers, parents, and students questioned the relevance of coursework to everyday life. However, teachers consistently maintained more positive perceptions than students did regarding the quality of the academic program. In addition, student activities were clearly important to students, parents, and community members. However, it was a lower priority for teachers.

Results of the analyses indicated that duration, size, and structure had little impact on the perceptions of quality and the perceptions of the effects of closing a high school. Where differences occurred, the pattern of responses distinguished respondents in districts that closed a high school from those that had not. In most cases, respondents in districts that had not closed a high school had more positive perceptions of quality than respondents in districts that had closed a high school. In addition, respondents from districts that had not closed a high school believed doing so would have little or no effect on the quality of their school program. However, in every case, respondents in districts that closed a high school thought it had a positive impact on their educational program, particularly in areas that represented increased educational opportunities, such as choice of courses, choice of extracurricular activities, and access to technology.

Conclusions

The results of this study indicate that closing a high school was perceived to have a positive impact on academic programs and participation in extracurricular activities. Reorganization and whole grade sharing were thought to have a positive effect on the quality of schools, in general, and improve course offerings and access to technology, in particular. While it is often cited that closing a high school will reduce student participation in extracurricular activities, the results of this study did not indicate that this was true for Iowa schools. They did confirm that students, parents, and community members believe that extracurricular activities are important and that all students who wanted to participate in extracurricular activities were doing so. Further, students were satisfied with the variety of activities offered in their schools.

Closing a high school through reorganization or whole grade sharing can be a positive experience for a community. Understanding how students, teachers, parents, and the community as a whole are affected is important in the process. In those districts that had closed a high school, students, teachers, and community members had the most positive perceptions of educational quality. They appeared to adjust to the changes in their district structure within a short period of time. In fact, community members continued to express considerable support for the school and suggested that the relationship between the community and the school improved with the school closing. Parents, on the other hand, gave somewhat conflicting results. Parents in districts that closed a high school, either through whole grade sharing or reorganization, held less positive perceptions of quality than did those in districts that had not closed a high school. Interestingly, however, they believed that they were better off for having done so. Their major frustration was the perceived limitations on the extent to which they were invited to get involved and suggested that closing a school had a negative impact on the relationship between parents and the school. In particular, this study points out the need for schools to more directly focus on parent involvement in the change process.

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PERCEPTIONS OF EDUCATIONAL QUALITY FOLLOWING A SCHOOL CLOSING

INTRODUCTION/BACKGROUND

Trends in School Closings

National trends indicate that the number of elementary and secondary schools decreased steadily during the 1980's (Table 1). This trend was also evident in Iowa, where the number of school districts with high schools decreased from 437 to 362 between 1984-85 and 1992-93 (Iowa Department of Education, 1993). Although evidence suggests that this trend may be slowing or reversing on a national level, data, as well as conditions specific to the state, do not suggest that Iowa will follow suit.

Table 1. Number of Public Elementary and Secondary Schools

Year	Number of Public Elementary and Secondary Schools	% Change
1980-81	85,982	
1982-83	84,740	-1.44
1984-85	84,007	-0.86
1986-87	83,455	-0.66
1988-89	83,165	-0.35

Source: National Center for Education Statistics, 1992

Enrollment and Population Trends

For example, national trends show that public school enrollment began increasing in 1985 (Table 2). Public school enrollment in Iowa, however, continued to decline through 1989. While the population in the nation increased during the last decade, the population of Iowa generally decreased (Table 3). Projections indicate that although the general population of Iowa is expected

Table 2. Public School Enrollment -- United States and Iowa, 1980-1991

Year	United States	Iowa
1980	40,877,481	533,857
1981	40,044,093	516,216
1982	39,565,610	504,983
1983	39,252,308	497,287
1984	39,208,252	491,011
1985	39,421,961	485,332
1986	39,753,172	481,286
1987	40,008,213	480,826
1988	40,188,690	478,200
1989	40,542,707	478,486
1990	41,223,804	483,652
1991	41,838,871 (est.)	491,363 (est.)

Source: National Center for Education Statistics, 1992

to grow over the next 20 years (Table 4), dramatic decreases are expected in the population of school aged children.

Financial Conditions

Financial stress experienced by school districts is also likely to affect school closings. Recent legislative changes and the state's financial condition have contributed to increasing stress among local schools (Iowa Department of Education, 1992). A new state financial aid formula was passed in 1989. One of the most significant modifications of this formula was designed to moderate and equalize the effects of fluctuations in district enrollments on per pupil expenditures. To this end, the adjustment that provided a cushion for districts experiencing

Table 3. Estimates of Resident Population -- United States and Iowa, 1980-1991

Year	United States (in thousands)*	Iowa (in thousands)**
1980	227,255	2,914
1981	229,637	2,918
1982	231,996	2,908
1983	234,284	2,905
1984	236,477	2,904
1985	238,736	2,881
1986	241,107	2,840
1987	243,419	2,822
1988	245,807	2,830
1989	248,239	2,840
1990	249,415	2,777
1991	252,177	NA

*Source: U.S. Department of Commerce, Bureau of the Census, as reported by the National Center for Education Statistics, 1992

**Source: U.S. Department of Commerce, Bureau of the Census, as reported in the 1991 Statistical Profile of Iowa, Iowa Department of Economic Development, 1991

enrollment declines was changed from a calculation based on the percentage of a base year enrollment and the percentage of the current or previous years' enrollment to the average decline over the previous five years. This resulted in a reduction of expected revenues for those districts whose enrollments stabilized in recent years.

The new formula was to be phased in over a three year period beginning in 1991-92. However, the amount of money available in 1991-92 for school aid was reduced by an executive

Table 4. Projections for Population and School-Aged Children for Iowa

Year	Total Population	(% change)	Ages 5-19	(% change)
1995	2,890,455		635,306	
2000	2,906,340	(-0.55)	647,240	(-1.88)
2005	2,918,312	(-0.41)	620,527	(-4.13)
2010	2,949,613	(-1.07)	590,893	(-4.78)

Source: Woods and Poole Economics, Inc., Washington, D.C., as reported in the 1991 Statistical Profile of Iowa, Iowa Department of Economic Development, 1991

order of the governor by 3.87 percent ($44.1 million). In addition, legislative action reduced the amount of aid to districts with increasing enrollments by approximately $6 million (Iowa Department of Education, 1992). Finally, the financial condition of the state resulted in delays in state aid payments to school districts throughout the year. As of June 30, 1992, $320 million of state aid had not been paid to school districts for the 1991-92 year (Iowa Department of Education, 1992).

The 1992 legislature also made significant changes to the new financial aid plan. Adjustments to minimize the impact of declines or increases in enrollment were eliminated and the growth of state aid and budgets was made subject to annual legislative approval. Submitting the determination of the annual growth to the political process shortened the amount of time districts have to work with their new budgets from a minimum of nine months to four months (Iowa Department of Education, 1992).

Increased Demands on Local Schools

In addition to financial constraints, initiatives introduced during the last decade will continue to increase demands on local school districts. New standards for approved schools, which went into effect July 1, 1989, increased the number of credits to be offered and taught by

one credit in English/language arts, social studies, mathematics, science, and health/physical education, and increased the required number of credits offered and taught in foreign language by two. The new accreditation standards also required districts to identify needs, set student achievement and other goals, develop plans to attain the goals, assess progress toward meeting those goals, and report their progress to their communities and to the Iowa Department of Education.

A number of initiatives were designed to increase opportunities for choice, which may have increased competition between schools. In 1989, a parent choice bill was passed, allowing parents and guardians to choose among public school districts. While some provisions went into effect in 1989-90, the majority of the provisions were available at the start of the 1990-91 school year (Iowa Department of Education, 1990). The Post Secondary Enrollment Options Act, enacted in 1987, allows students to earn college credits while still attending high school. The local school district is required to provide tuition for students seeking college credit. By October 1989, each district was required to establish an early childhood advisory committee to examine local needs and make programming recommendations to their local boards, the Department of Education, and the General Assembly. Although there was no mandate to implement the recommendations, public accountability increased pressure to do so. Finally, in 1990, a new compulsory attendance law was enacted that allows parents or guardians to teach their children at home and take advantage of academic, testing, and extracurricular programs at their local school district through dual enrollment provisions. Schools were encouraged to offer home schooling assistance programs to provide teachers to families to answer questions, offer guidance, and suggest and make school resources available to families.

Provisions to Facilitate School Closings

The Code of Iowa also includes provisions to facilitate school closings through reorganization. Most of these provisions were introduced or modified during the 1980's. Section

280.15 allows two or more districts to "jointly employ and share the services of any school personnel." This provision included the sharing of superintendents. During the 1985-86 school year, five superintendents served 10 districts. By 1992-93, 115 districts were involved in superintendent sharing arrangements, employing 61 superintendents (Iowa Department of Education, 1993).

Provisions for whole grade sharing were implemented in 1980 to allow school districts to expand opportunities and share resources. In whole grade sharing arrangements, "all or a substantial portion of pupils in any grade in two or more school districts share an educational program for all or a substantial portion of a school day" (282.10(1)). One-way sharing occurs when a district sends students to one or more other school districts for instruction, but does not receive a substantial number of students from those districts in return (282.10(2)). Two-way whole grade sharing occurs when a school district sends pupils to one or more other school districts for instruction and receives a substantial number of students from those school districts in return (282.10(3)).

A dramatic increase in the utilization of this option occurred during the mid 1980's. In 1984, one whole grade sharing agreement existed between two districts. By 1991-92, 111 districts were involved in whole grade sharing agreements. All of these agreements combined at least high school grades; some combined all or some elementary grades (Iowa Department of Education, 1990).

Finally, the code provides two ways to reorganize school districts: merging and dissolution. Merging consolidates the boundaries of two or more districts. A dissolution breaks a single district into two or more sections and assigns them to neighboring districts. Between 1986 and 1991, 18 school districts consolidated into nine districts and two districts were dissolved (Iowa Department of Education, 1991). Many of the districts that merged during this time had participated in prior whole grade sharing arrangements.

Summary

Current demographic, economic, and programmatic conditions in Iowa suggest that the states' public schools are likely to experience increased pressure to provide more services with less money to fewer students. Facilitated by mechanisms currently in place to promote school reorganization, the trend in school closings that began in the mid 1980's is likely to continue through the year 2000. Information regarding the impact, as well as the factors that affect the impact a school closing has on the community, may help in the transition process.

Review of Literature

Although limited, research has examined the impact of school closings and, in particular, school reorganization. Many of these studies focus on the perceptions and attitudes of parents, community members, school staff, and students involved in reorganization activities.

Perceived Advantages and Disadvantages

School reorganization was believed to increase the number and diversity of course offerings, maximize the use of resources through economies of scale, reduce administrative and maintenance costs, provide increased services to special populations and students with special needs, reduce the number of teachers and support staff, increase opportunities for learning, and increase cultural diversity (Bilow, 1986; Canter, 1986; Ellis, 1986; Johnston & Pyecha, 1986; Nelson, 1985; Rogers, Rigney, Gray, & Manger, 1986; White, 1986; Williams, 1990).

School reorganization was also believed to have a negative impact on pupil teacher ratios; minimize opportunities for teacher involvement in decision making; reduce teacher autonomy; increase bureaucratic red tape; reduce parent/community involvement; increase discipline, drug, and dropout problems; reduce social cohesion and community identity; reduce local control of education; compromise the economic development of the community that lost a school; reduce student participation in extracurricular activities; increase the cost and

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inconvenience of transportation, particularly for families; and increase hostilities between communities (Bilow, 1986; Canter, 1986; Ellis, 1986; Johnston & Pyecha, 1986; Nelson, 1985; Rogers, Rigney, Gray, & Manger, 1986; White, 1986; Williams, 1990).

Impact on Student Participation and Attitudes

Several of the arguments for and against restructuring relate to student participation and the effect of school size. Rogers, et. al. (1986) reported that students from schools with enrollments of less than 500 had a better self image, participated in extracurricular activities at higher rates, and had lower drop-out rates. Results of other studies have shown that student involvement in extracurricular activities decreased as school size increased (Cohen, 1975), that the number of available extracurricular activities increased as school size increased (Canter, 1986; Bilow, 1986), and that students liked the increase in the "social pool" (Canter, 1986). The Iowa Department of Public Instruction (1978) (now the Iowa Department of Education) found no significant difference in drop out rates when comparing students from communities that had closed a high school and matched communities that had not.

Ebmeier reported several key findings in his 1986 study of the impact of a school closing on student attitudes. First, student morale and extracurricular participation rates significantly decreased as grade level increased. Second, although students did not perceive making new friends to be a problem, perceptions of their ability to attain leadership roles declined. Finally, he found that high school students were more negative towards school than were elementary and middle school students.

Impact on Administrator Attitudes

In 1988, Sybouts and Bartling conducted a study of Nebraska school principals, including those from K-12 schools that had recently reorganized and those from schools that had not reorganized. Among principals at schools that had reorganized, the majority felt they had a

broader curriculum and that the reorganization had enhanced educational opportunities. Although a majority of the principals at the schools that had not reorganized were concerned that their curricula may be limited, few agreed that reorganization would enhance educational opportunities in their district. Thirty-three percent of principals from reorganized districts and 78 percent from districts that had not reorganized said that reorganization would not have a positive effect on businesses in the community. Sixty-two percent of those from reorganized districts and 81 percent from districts that had not reorganized would predict that the loss of the local school leads to community decline.

Impact on Parent and Community Attitudes

Parents and community members had varied perceptions of the impact of school closing. Parents of high school students tended to have more negative perceptions regarding a school closing than did other groups surveyed, and parents from the district that closed a school were less positive than parents in districts that received the students from the closed school (Ebmeier, 1986). In contrast, Canter (1986) found that those with school aged children were more supportive of school consolidation than were those who did not have school aged children.

Typically, community members from the districts that closed a school held less positive views about the impact of school reorganization than community members from the districts that received students from the closed school. Rincones (1988) reported that in communities where the elementary school closed, support for public education diminished following consolidation, and there was a higher level of out-migration and deterioration in those communities. Similar results were reported by Bilow (1986), who found higher levels of out-migration and business closing in communities that lost their school, while partner communities that maintained the school grew. Bilow also noted that although there were still some negative feelings toward the reorganization by citizens in the district that closed a school three years after the closing, the impact of the reorganization had lessened.

In some cases, the districts that received students from a closed school also reported negative perceptions about school consolidation. Canter (1986) found that receiving districts often perceived the sending districts as gaining more and themselves as "bending over backwards." He also reported concerns about taking on the financial obligations of the sender district.

The results of a poll of participants in 82 local discussion meetings held as part of a statewide television broadcast on school policy in December 1991 indicated that Iowa citizens and leaders appeared to have distinct opinions about school reorganizations (Edelman, 1992). Strong opposition was expressed toward reducing the number of school districts in the state from 425 to 125, requiring every school district to have a minimum of 600 pupils, and requiring each district to have a "stand-alone" K-12 program.

PURPOSE OF THE STUDY

Financial conditions and new demands suggest that school districts in Iowa will continue to have difficulty satisfying state and community needs. Given this, and the opportunities that are readily available to local school districts to seek out alternative organizational structures to meet these needs, the recent trend in school closings/district reorganization is likely to continue through the year 2000. The literature available provides only limited information of the impact of such reorganization on the communities involved. Most studies have been qualitative studies based on in-depth interviews of a limited sample. Improving understanding of and appreciation for the impact of closing a school will not only facilitate the process a community goes through when making a decision to reorganize their school, but may provide insight to facilitate the transition process.

With this goal in mind, this study focuses on variables that may be useful in facilitating the school closing process. For example, research indicates that perceptions of the impact of a school closing differed among members of the school community (e.g., students, teachers,

parents, and community members). Understanding these perceptions may identify groups who are likely to be allies in the process and those who will need particular attention. Identifying key concerns of these groups may help direct facilitating efforts. Research also suggests that perceptions change over time. Studying the process of school closing at two points in time may help school officials, community members, and facilitators appreciate the timing of the change process. According to the literature, the size of the school districts involved in reorganization also impacts perceptions; concerns seemed to increase as the size of the reorganized school increased. The provisions of the Iowa Code that allow for school closings provide a situation unique to Iowa. Most school reorganizations are preceded by a period of whole grade sharing; yet little is known about the impact of these possibilities on the reorganization process.

The purpose of this study is to examine the impact of district reorganization or whole grade sharing at the high school level on perceptions of educational quality. The study focuses on the perceptions of students, teachers, parents, and citizens from selected pairs of Iowa school districts that have reorganized or are participating in whole grade sharing arrangements. The research questions focus on examining the perceptions between and among these groups, and the extent to which time since closing a school (duration), reorganizing with a school of the same or relatively larger size (size), and participating in whole grade sharing or reorganization (structure) affects these perceptions.

The study focuses specifically on the following research questions:

1) Are there significant differences in perceptions among the four groups of respondents (students, teachers, parents, and community members)?
2) Are there significant differences between the perceptions of students, teachers, parents, and citizens of districts that closed their high school attendance center 1-3 years ago and districts that closed their high school 4-10 years ago (Duration)?
3) Are there significant differences between perceptions of students, teachers, parents, and citizens in districts that reorganized or are whole grade sharing with districts of

the same relative size and respondents from d' tricts that reorganized or are whole grade sharing with districts that are disproportionately larger (Size)?

4) Are there differences in perceptions between respondents from districts that are whole grade sharing and districts that have reorganized (Structure)?

METHODOLOGY

District Site Selection

Population

The population for this study included all public school districts in Iowa as officially registered for the 1991-92 school year and reported in the *Iowa Educational Directory: 1991-92* (Iowa Department of Education, 1991). These districts were divided into two groups: those that had discontinued operation of a high school, through either establishment of a whole grade sharing agreement or reorganization between 1981 and 1991, and all other public school districts. The occurrence and date of a school closing was determined by the *Iowa Department of Education Reorganization Series XIX* (Iowa Department of Education, 1992).

Some of the districts that had closed high schools distributed students to multiple partner districts. Other districts that had ultimately closed a high school had been involved in more than one whole grade sharing arrangement or reorganization in the previous 10 years. These districts were eliminated from the original sampling frame.

Target Districts

Duration

A two level stratified sampling design was used to select the target districts for this study. The first level was intended to allow for assessing the impact of the school closing over time. Districts that had closed a school were grouped according to the year the high school attendance center ceased operation, either through whole grade sharing or reorganization.

Districts that had closed a high school one to three years prior to 1991-92 were considered recent closings. Those that had closed their high school four to ten years prior to 1991-92 were classified as long-term closings.

Size

The second level of the stratified sampling design was intended to provide an examination of the effects of relative size on the perceptions of the impact of a school closing. Two categories were used to describe the relative size of the partner districts, based on the total enrollment of the districts. A proportionate relationship was one in which the district that closed the school either shared or reorganized with a partner district of the same relative size. A disproportionate relationship was one in which the district that closed a school shared or reorganized with a partner district that had at least twice the enrollment of the original district. Enrollment figures were obtained from the *Iowa Educational Directory: 1991-92 School Year* (Iowa Department of Education, 1991).

Records of districts that had reorganized prior to 1991 contained only information on total enrollments for the combined districts. In those cases, disproportionate size was defined as one community having a population approximately three times larger than the partner community. A 1991 Iowa map was used to determine community population.

In general, districts of proportionate size had two-way sharing agreements, where one district received high school students and the partner district received middle school or elementary students. Districts of disproportionate size tended to have one-way agreements, where the larger district received the high school students but did not send students to the partner district.

Comparison Group

Six districts were randomly selected to serve as a comparison group. None of these comparison districts had reorganized since 1966.

Final Sample

In the original site selection process, ten paired districts were selected from the recent closings group, six of proportionate size and four of disproportionate size. In this group, four sets of districts that had whole grade sharing arrangements or had reorganized in 1991-92 were selected. Three each were selected from the 1990-91 and 1989-90 academic years. Eight whole grade sharing districts and two reorganized districts were also selected from the districts that closed a high school four to ten years ago, six of proportionate size and four of disproportionate size. In the long-term closings group, three sets were selected from each of the 1988-89 and 1987-88 academic years. Four sets of districts that had whole grade sharing agreements or reorganized prior to or during the 1986-87 academic year were also selected. The superintendent in each district was contacted by letter and follow-up phone call to ask for cooperation and permission to conduct the study. In some cases, the high school principal gave permission.

From the recent closings group, three districts decided not to participate. Additional districts were chosen from a list of alternatives and contacted. Two of these districts agreed to participate. The final sample then consisted of nine districts in the recent closings group, six of which were proportionately sized and three of which were disproportionately sized. All of the originally selected districts in the long-term closings group and the comparison group agreed to participate.

Consideration was given to selecting districts that would provide an equitable representation of the state as a whole. Considerable efforts were made to include districts from each of the 15 Area Education Agencies within the state. In the final sample, only Area V was not represented.

A total of 25 sites participated in the study. For their participation, each site received a detailed report of findings for their district. The final list of survey sites, as well as information about the districts (such as the year districts began whole grade sharing or reorganized, district

populations and enrollments, the Area Education Agency that serves the district, and current high school location) is included in Appendix A.

Instruments

Two sets of instruments were used to examine (1) perceptions of the quality of various aspects of the school and educational quality in general and (2) the effects of reorganization or whole grade sharing on schools and communities. The following sections describe these surveys in greater detail. Copies of all instruments are included in Appendix B.

Perceptions of Quality: National Study of School Evaluation

The National Study of School Evaluation (NSSE) has been providing materials to assist schools in their efforts to conduct productive evaluations of educational quality since 1933. Student, teacher, parent, and community instruments are designed to be used singly or in conjunction with each other as part of a complete school evaluation program. The student, teacher, and parent instruments were revised in 1988, with the assistance of committees composed of teachers, counselors, and either students or principals. Committee members were asked to review and modify the previous (1981) version by deleting obsolete items, modifying remaining items, or adding new items. Their recommendations were assembled into the new form and field tested with samples from three states in diverse geographic locations.

The Community Inventory was revised in 1990, with revisions based on the results of feedback from nonschool patron focus groups. Comments from these focus groups were drafted into items and field tested on a total sample of 196 respondents from four states.

Each of the inventories has two parts. Part A includes a series of Likert-type items. Part B consists of a series of open-ended questions. Part A only was used in this study. Responses to the Likert-type items were based on a five point scale, where 1 was "strongly disagree" and 5 was "strongly agree."

Student Opinion Inventory

The Student Opinion Inventory was designed to assess students' opinions toward many facets of the school (NSSE, 1988). Part A consists of 38 items. Factor analytic procedures were used to identify the following subscales: Student Involvement, Student/Teacher Relations, Student/Counselor Relations, Student/Administration Relations, Curriculum/Instruction, and School Image. Reliability, based on coefficient alpha, was reported to be .94 for the full scale. The median reliability for subscales was .83. No reliability estimate fell below .72.

Teacher Opinion Inventory

Like the student inventory, the Teacher Opinion Inventory was designed to assess teacher opinions about the school and provide data to guide the school's professional staff in decision making related to program development, policy formulation, administrative organization, faculty development, and community relations (NSSE, 1988). Part A consists of 67 items which cluster into the following subscales: Organization/Administration, Instruction, Student Support Climate, School/Community Relations, Job Satisfaction, Program, and Student Activities. Field tests yielded a reliability coefficient of .95 for the full scale and the median reliability for the subscales was .84.

Parent Opinion Inventory

The Parent Opinion Inventory was designed to assess parents' opinions regarding their school's program, provide parents an opportunity to make specific recommendations for improvement, and provide data for school personnel in the decision making process (NSSE, 1988). Part A consists of 51 items. The subscales include Parent/School Relations, Instructional Outcomes, School Problems, Program Factors, Student Activities, Support Services, and Psychosocial Climate. Field tests of Part A produced an alpha reliability coefficient of .94 for the full scale. The median reliability for the subscales was .74.

Community Opinion Inventory

The Community Opinion Inventory was designed to assess the opinions of adults who do not have family members enrolled in school and provide nonschool patrons an opportunity to make a commentary on schools (NSSE, 1990). Part A consists of 48 items. Factor analysis was used to develop the following subscales: General Support Climate, Program Awareness, Responsiveness to the Community, Equality of Opportunity, and Resource Stewardship. The reliability coefficient for the full scale was reported at .91. Reliabilities for the subscales ranged from .66 (Resource Stewardship) to .87 (General Support Climate). The test developers maintain that these are acceptable levels because the data are intended to contribute to decisions oriented toward groups rather than individuals.

Intergroup Comparisons

A number of items appear on each of the inventories to allow for comparisons between groups. Items common to all four of the inventories used in this study address opinions related to teacher competence, the adequacy of facilities, the quality of the educational program, student motivation, the level of student learning, and general satisfaction with the school. The student, teacher, and parent inventories also contain items that address the relevance of coursework and the adequacy of the media center. Six additional items are common to two of the respondent groups.

Effect of Reorganization or Whole Grade Sharing on a School or Community

To more directly examine pertinent issues related to school closing, RISE staff developed an additional survey. Respondents were asked to indicate whether they thought they were better or worse off in several areas because of the restructuring that had occurred in their district. Respondents from the communities that had made no changes in the previous ten years were asked to speculate what the effect of closing a school would be. Responses were based on a five

point Likert-type scale where 1 was "much worse" and 5 was "much better." Selected demographic data were also requested from the respondents.

Participant Selection and Data Collection Procedures

Four groups of respondents participated in this study, senior students, high school teachers, parents of senior students, and community members. The following discussion outlines how the respondents were chosen for participation and how data were collected for each group.

Students

All senior students during the 1992-93 school year from each of the participating high schools were asked to complete the surveys. The assumption was made that senior students were most likely to have been directly affected by district reorganization or whole grade sharing, particularly in the districts that closed a high school within the previous three years; seniors may have attended a school different than the one in which they began high school. Students in the schools in the long-term closings group were likely to have begun their high school studies in the school they were attending as seniors and would not have attended the closed high school in the partner district. The surveys were distributed to the students by the contact person or designate at each of the schools and returned to the contact person who sent them back to RISE after completion.

Teachers

All high school teachers were asked to participate. The surveys were distributed and collected from the teachers by the contact person or building designate who returned them to RISE.

Parents

Parents or guardians of the senior students were also asked to participate in the study. To distribute the survey to the parents, the high school principal selected from three alternatives: (1) senior students could deliver the survey to the parent, (2) teachers could distribute the surveys at parent-teacher conferences, or (3) pre-stuffed and pre-stamped envelopes could be sent to the high school, where appropriate address labels were affixed and mailed. In all cases, the response sheets were to be returned by the parent to RISE in a business reply envelope that was provided with the survey. Of the 25 participating districts, 16 chose to mail the surveys to parents/ guardians, five chose to have students take them home, and four chose to distribute the surveys during November parent-teacher conferences.

Community Members

Community Development Field Specialists (Iowa State University Extension) agreed to coordinate the data collection for the community surveys. The methodology suggested by the National Survey of School Evaluation was followed, in which community groups are asked to complete surveys. The Field Specialists were asked to use their best judgment in choosing appropriate groups that would provide a representative cross-section of the communities. Local organizations such as church groups, service clubs, political organizations, and social clubs were suggested as likely sources of respondents. Eighty copies of the surveys were sent to districts that had reorganized or were whole grade sharing. The expectation was that approximately half would be completed by residents in each of the partner communities. Sixty surveys were provided for the six comparison districts. The specialists distributed the surveys through activities and networks each had established in his/her work regions. They were responsible for returning completed surveys to RISE.

RESULTS

Return Rates

Preliminary examination of return rates for each of the response groups in the study indicates that the responses of students and teachers are representative of 12th grade students and high school teachers in districts across the state (Table 5). However, the response rates of parents and community members are insufficient to consider the responses representative of these populations.

The breakdown of return rates demonstrates similar patterns in each of the districts in the study (Appendix C). In general, responses from students and teachers may be considered representative of the district populations, but responses of parents and community members must be interpreted with caution. The results for these two groups are reported, but are considered preliminary. The unit of analysis for this study is the school district.

Table 5. Return Rates by Group

Group	Total Sent	Total Returned	% Returned
Students	1347	1122	88.30
Teachers	566	433	76.50
Parents	1347	364	27.02
Community members	1820	479	26.32

Response Group

Overview

The purpose of the initial analysis was to examine the general perceptions of quality maintained by respondents in the study. Rather than composite scores, individual items were examined to identify specific school strengths and weaknesses, as perceived by students,

teachers, parents, and community members. The number of items on each of the NSSE inventories prohibits presentation of the results of the item analysis in the text. Appendix D contains a detailed narrative and mean tables. This section summarizes the results of the analysis for each response group, and then examines the results of intergroup comparisons on those items common to more than one inventory.

Student Responses

Twelfth grade students from all 25 school districts responded to the survey (Tables D1 through D6, Appendix D).

Student Involvement. Students indicated that they were participating in all of the activities they want to be in and were satisfied with the sincerity of the adult sponsors of the activities. They held neutral views about the level of student involvement in planning those activities and about whether the variety of activities is great enough to allow everyone to find an activity that matches his/her interest.

Student/Teacher Relations. Students perceived that teachers were willing to give them individual help outside of class. However, students did not perceive that teachers gave them enough personal encouragement in their school work; nor did students perceive that they were usually motivated to do their best work.

Student/Counselor Relations. Students reported varying perceptions regarding relationships with counselors across the 25 districts. Mean ratings ranged from 1.60 to 4.20 on a 5 point scale. Student perceptions about their counselors were favorable in only 20 percent of the districts.

Student/Administrator Relations. There was slightly less variation in student responses to items that assessed student/administration relations. Students were particularly dissatisfied with the way that administration includes students in making decisions about matters that directly affect the students.

Curriculum/Instruction. In general, students were undecided about the quality of the curriculum and instruction in their schools. The greatest uncertainty was associated with the relevance of the coursework to students' everyday lives, the relationship between homework and mastery of school subjects, whether students were learning all they could from their school experiences, whether the school program was preparing students for the complex economic and social problems of today, and the motivation of students.

School Image. Although students believed that the community supports their school, and school spirit is high, there was less consensus about internal factors that contribute to school image. Students were concerned about drug and alcohol problems and cheating in their schools.

Teacher Responses

High school teachers from all 25 districts responded to the survey (Tables D7 through D14, Appendix D).

Organization/Administration. Teachers perceived themselves as having appropriate levels of autonomy to teach what and how they like. They were also satisfied with the accessibility and fairness of the administration. Teachers were not satisfied with the amount of time provided to prepare for teaching.

Instruction. Teachers were highly confident that teachers are competent to meet the needs of students. This included giving students all the help they need with their schoolwork and giving students enough personal encouragement in their schoolwork. The importance of teacher autonomy was also evident on this subscale. Teachers generally agreed that they could select their teaching materials and their teaching methods and were allowed to present different points of view on controversial issues. Teachers were less certain that the coursework was relevant to students' daily lives and that enough emphasis is being placed on critical and creative thinking skills, study skills, and individualization.

Student Support Climate. Teachers appear to be satisfied with the way students are treated by teachers and administrators and with the support teachers receive from administrators with discipline problems. There was less certainty that teachers handle discipline problems consistently.

School/Community Relations. Although teachers may not initiate contact with the community, they appeared to welcome parent-initiated contacts. Teachers were not certain, however, that the status of teachers in the community was high.

Job Satisfaction. Although there were elements that seemed to detract from job satisfaction (namely, the status of teachers in the community, class size, the distribution of faculty workloads, and teacher involvement in the development of school policy), most teachers were satisfied with their jobs.

Program. Teachers were generally satisfied that the total educational program offered in their schools was of high quality. Specific strengths included business, English, home

economics, mathematics, and science programs. There was less certainty about the quality of programs in sex education, career education, drug education, and vocational education.

Student Activities. Teachers had generally positive perceptions of student activities. There was general agreement that about all students who wish to be included in school activities are included, that the variety of student activities offered is excellent, and that they are satisfied with the emphasis that is being placed on student activities.

Parent Responses

Parents of twelfth grade students from all 25 districts responded to the inventory (Tables D15 through D21, Appendix D).

Parent/School Relations. Parents appeared to be satisfied with access to administrators and teachers and with reports concerning student progress. They were less certain that the concerns of parents are reflected in decisions affecting the school.

Instructional Outcomes. There was considerable variation in the perceptions of parents regarding the educational outcomes of their schools. The highest concentrations of satisfied perceptions occurred in the areas of science and mathematics. Areas that received lower ratings included students' ability to see a purpose between what they are studying and their everyday lives, the extent to which the school is helping students understand their moral and ethical responsibilities, appropriateness of the school's expenditure priorities, the extent to which the school is helping students understand world problems, and the extent to which students are learning about all they can from their school experiences.

School Problems. There was also less certainty about factors that posed problems for schools. Areas that appeared to be of concern to parents were students' use of alcohol and/or drugs and discipline.

Program Factors. Parents generally perceived that building facilities were adequate to support the instructional program and that teachers are competent. Perceptions regarding other program factors (e.g., emphasis on course grades, variety of instructional topics, the amount of educational change, etc.) were not consistent.

Student Activities. There was a high degree of consensus among parents regarding the importance of school activities to students' education and that the activities program is sufficient to meet the needs of students. There was considerable variation in perceptions regarding the emphasis placed on social development of students, the role of and emphasis on athletics, and whether expenses involved in school activities prohibited student participation.

Support Services. While parents perceived that schools are well maintained and facilities are adequate, there was little consensus regarding the quality of other support services. The perceptions of counseling and guidance programs varied.

Psychosocial Climate. Finally, there were mixed perceptions among parents regarding the psychosocial climate of their schools. There was some consensus that school rules and regulations affecting students are reasonable. However, there was less certainty about the level of student motivation and the extent to which students show respect for each other.

Community Member Responses

Community members from 19 of the 25 districts responded to the inventory (Tables D22 through D26, Appendix D.)

General Support Climate. Perceptions of community members regarding various aspects of school climate were mixed. There was general agreement that teachers are competent, that school sports and co-curricular programs are important to the community, and that teachers are well respected in the community. There was also general consensus that drugs and alcohol use among students was a problem, that ethical behavior in society does not get enough attention in the schools, that the community viewpoint does not weigh heavily when educators make decisions, and that the proportion of funds given to instruction is not appropriate.

Program Awareness. There appeared to be considerable uncertainty among community members regarding many of the aspects of the educational program. Community members were not sure that citizenship is effectively taught in schools, that the schools' programs are broad enough to meet the educational needs of all students in the community, and that schools are preparing students to be effective participants in the world economy. There was greater consensus about the competence of teachers and the fact that community members understood the mission of the school in the community.

Responsiveness to the Community. Although community members were not certain that school officials pay attention to community views on school related issues, they did express an interest in schools beyond financial issues. Community members also agreed that administrators and school board members are accessible.

Equality of Opportunity. Community members perceived that schools are conveniently located in the community, that all students have equal access to education in the community, and that schools are appropriately available for community functions. There was less consensus regarding the extent to which school programs are broad enough to meet the educational needs of all students, and in particular, students with special needs.

Resource Stewardship. There appeared to be some question regarding aspects of the fiscal management of schools. While physical facilities seem well maintained and adequate, community members were not satisfied that funding of programs was equal across all schools or that the proportion of funds given to instruction (versus administration, maintenance, sports, etc.) was appropriate.

Intergroup Comparisons

Six items were common to all four inventories. Three items were common to three inventories, and six were common to at least two inventories. Table 6 shows the results of the intergroup comparisons.

Student/Teacher/Parent/Community Member Comparisons

There were significant differences among the four response groups on all six common items. The significant difference on the item pertaining to whether students were learning all they can from their school experience (F=3.43, p=.02) was likely due to the difference between perceptions of students (3.22) and community members (3.25) and the perceptions of teachers (3.46) and parents (3.44). Nevertheless, the mean ratings for all groups indicated that respondents were not sure that students were learning all they could. On the item related to the adequacy of building facilities (F=4.10, p=.01), the mean ratings for parents (3.89) and teachers (3.75) were higher than the mean ratings for community members (3.68) and students (3.52).

Table 6. Intergroup Comparisons on Common Items

ITEM	*Mean Rating Student*	*Mean Rating Teacher*	*Mean Rating Parent*	*Mean Rating Community*	*F*	*Prob*
In general, our teachers are competent.	3.62	4.36	3.83	4.09	32.92	0.00
In virtually all coursework, students see a relationship between what they are studying and their everyday lives.	2.93	2.99	2.95	N/A	0.39	0.68
Building facilities are adequate to support the instructional program.	3.52	3.75	3.89	3.68	4.10	0.01
The media center plays a central role in learning.	3.25	3.58	3.75	N/A	22.15	0.00
The total educational program offered to students is of high quality.	3.39	4.12	3.58	3.73	21.91	0.00
Our students are motivated to do their best work.	3.12	3.67	3.39	3.44	8.65	0.00
All things considered, students are learning about all they can from their school experiences.	3.22	3.46	3.44	3.25	3.43	0.02
For the most part, I am satisfied with our school.	3.45	3.97	3.71	3.87	11.57	0.00

Means computed on n = 19

CONTINUED ON NEXT PAGE ▶

Table 6. (Continued)

ITEM	*Mean Rating Student*	*Mean Rating Teacher*	*Mean Rating Parent*	*Mean Rating Community*	*F*	*Prob*
School counselors and/or advisors give all the help students need in program planning.	3.15	3.42	N/A	N/A	11.31	0.00
School counselors and/or advisors give students all the help they need in the selection of a vocation.	3.10	3.32	N/A	N/A	7.96	0.01
I am satisfied with the way the administration includes students in making decisions about matters which directly affect discipline.	2.56	3.32	N/A	N/A	37.74	0.00
There is no drug and/or alcohol problem in our school.	2.32	N/A	2.70	2.42	11.94	0.00
The expenses involved in some school activities are not keeping some students from participating.	N/A	3.55	3.40	N/A	36.51	0.00
The school's priorities for expenditure of funds are very appropriate.	N/A	3.15	3.32	N/A	3.34	0.08
Our schools are well-maintained.	N/A	N/A	4.09	4.13	0.09	0.77

The significance levels on the remaining common items exceeded $p<.001$. These items included those related to teacher competence, the quality of the total education program, student motivation, and general satisfaction with schools. In each case, teachers rated the quality factors highest, followed by community members, parents, and finally, students.

Student/Teacher/Parent Comparisons

Two items were common to these three inventories. There was no significant difference between mean ratings on the item that addressed the relevance of coursework. Means ranged from 2.93 (students) to 2.99 (teachers). However, there was a significant difference between mean ratings on the item regarding the role media centers play in learning ($F=22.15$, $p<.001$). Mean scores for parents (3.75) were greater than those for teachers (3.58), and considerably higher than those for students (3.25). While parents perceived that media centers play a central role in learning, teachers and students were not as certain.

Student/Parent/Community Member Comparisons

Table 6 also indicates that there was a significant difference between mean ratings by students, parents, and community members on whether they perceived there to be drug and/or alcohol problems at their schools ($F=11.94$, $p<.001$). The mean rating of parents (2.70) was higher than that of community members (2.42) and students (2.32), indicating that parents perceived less of a problem with drug and alcohol use among students than did students and community members.

Student/Teacher Comparisons

The results also identified statistically significant differences between the mean ratings of teachers and students on all of the items common to these inventories. Ratings of teachers were significantly higher than the ratings of students on items related to the help counselors and/or

advisors give students in program and vocational planning. However, the mean ratings for both groups indicate that neither group had particularly favorable or unfavorable perceptions regarding these services.

There was a greater discrepancy between students and teachers on the item assessing satisfaction with the way administrators include students in making decisions about matters that directly affect discipline. Although teachers had neither favorable or unfavorable perceptions on this item, students were clearly not satisfied with their level of involvement.

Teacher/Parent Comparisons

Teachers and parents rated two additional common items. Both groups were undecided about the appropriateness of the school's priorities for expenditure of funds. Although the mean rating for teachers was significantly higher than the rating for parents, both groups were undecided about whether expenses were keeping some students from participating in some school activities.

Parent/Community Member Comparisons

There was no significant difference between the mean ratings for the single common item on the parent and community member inventories (Table 6). Both groups agreed that the schools are well maintained.

Summary

It is evident that there were significant differences between groups on common items. Students and teachers have different views regarding student/counselor and student/administrator relations. As expected, teachers believed these relationships to be more positive than did students. The greatest discrepancy occurred in perceptions of students involvement in decisions about matters that directly affect discipline. While students were clearly dissatisfied

with their level of involvement, teachers were neither satisfied nor dissatisfied with the level of student involvement.

Although significant differences were found between the mean ratings of teachers and parents on one of the two items common to these inventories, the difference was of little interpretive consequence. In general, both teachers and parents tended to perceive that expenses did not prohibit student participation in activities, but were uncertain about the appropriateness of expenditure priorities. Parents and community members felt that schools were well maintained.

Those respondents who are more directly tied to school districts (i.e., students, teachers, and parents) expressed some concern about the relevance of coursework to students' everyday lives. While parents perceived that media centers played a central role in learning, teachers and students were less convinced. Students, parents, and community members perceived that there are drug and alcohol problems in the schools. While the mean ratings for students and community members were similar, there was a significant discrepancy between perceptions of these groups and the perceptions of parents.

The perceptions of students and communities were also more similar than the perceptions of parents and teachers regarding whether students were learning all they could learn. In most of the other items common to all surveys, teachers maintained more positive perceptions regarding aspects of the school, while students had the most negative perceptions. Ratings by community members and parents fell in between; however, ratings by community members were generally higher than those of parents.

Composite Scores

In the previous section, the results of individual item analysis were described. As defined by NSSE, appropriate items were combined to derive a composite score for subscales and then verified for internal consistency with this sample. Table 7 presents the reliability

Table 7. Reliability Analysis

Response Group	*Subscale*	*Number of Items in the Subscale*	*Average Inter-Item Correlation*	*Alpha*
Student	Student Involvement	7	0.55	0.90
	Student/Teacher Relations	8	0.50	0.89
	Student/Counselor Relations	4	0.94	0.98
	Student/Administration Relations	4	0.70	0.90
	Curriculum/Instruction	12	0.46	0.90
	School Image	6	0.67	0.90
Teacher	Organization/ Administration	12	0.25	0.80
	Instruction	18	0.30	0.86
	Student Support Climate	9	0.43	0.84
	School/Community Relations	4	0.25	0.58
	Job Satisfaction	9	0.23	0.64
	Program	17	0.20	0.81
	Student Activities	6	0.31	0.70

Table 7. (Continued)

Response Group	*Subscale*	*Number of Items in the Subscale*	*Average Inter-Item Correlation*	*Alpha*
Parent	Parent/School Relations	7	0.49	0.86
	Instructional Outcomes	13	0.41	0.90
	School Problems	5	0.54	0.85
	Program Factors	9	0.36	0.83
	Student Activities	5	0.42	0.77
	Support Services	8	0.19	0.64
	Psychological Climate	6	0.56	0.89
Community	General Support Climate	18	0.27	0.86
	Program Awareness	13	0.33	0.86
	Responsiveness to Community	12	0.41	0.89
	Equality of Opportunity	8	0.27	0.73
	Resource Stewardship	7	0.46	0.85

analysis. The alpha coefficients for each of the subscales on the four inventories suggest that individual items on the subscales consistently measured the constructs. On all but the student inventory, the median alpha coefficient obtained in this survey administration exceeded that found by the survey developers. In the student inventory, the observed median alpha coefficient (.80) was less than the median alpha coefficient noted by the developers (.84). Because of the strength of the subscale scores, further analyses will be based on the subscale scores rather than on individual items.

Duration

Duration is defined as the length of time since a district closed a high school. School closings that occurred one to three years prior to the 1991-92 school year were considered recent closings. Those that occurred four to ten years prior to 1991-92 were classified as long-term closings. Six districts in this sample had not been involved in whole grade sharing or reorganization between 1981 and 1991. These districts serve as a comparison to those districts where high schools were closed.

The primary question addressed in this study was whether there were significant differences between the perceptions of students, teachers, parents, and citizens of districts that closed a high school one to three years ago and four to ten years ago. The following describes the results of the analysis of differences among three groups: districts with recent high school closings (1-3 years), districts with long-term high school closings (4-10 years), and districts that had not closed a high school. Perceptions of quality and effects of whole grade sharing or reorganization are examined for students, teachers, parents, and community members.

Perceptions of Quality by Duration

Student Responses

There were no significant differences between groups on any of the subscales of the Student Inventory (Table 8). Means ranged from 2.90 to 3.61. For most of the subscales, students in districts that had closed a high school four to ten years earlier gave lower ratings than did students in the other two groups. In general, student scores indicated that they had relatively neutral views about quality in all six areas examined.

Teacher Responses

A significant difference ($F = 39.05$, $p < .001$) was found between groups on the subscale that assessed satisfaction with education programs (Table 9). The mean rating of teachers in districts that had not closed a high school (4.74) was significantly greater than the ratings of the other two groups. The mean for districts that closed a high school 4-10 years ago (4.26) was also significantly higher than the mean for districts that closed a high school 1-3 years ago (3.77). No other significant differences were found between groups on any of the remaining subscales. Overall, mean ratings for districts that had not closed a high school tended to be higher than the means for districts in the other two groups. Teachers in districts that had not closed a high school were most satisfied with their educational programs.

Parent Responses

There were significant differences between groups on all subscales of the Parent Inventory (Table 10). For every subscale, mean ratings for districts that did not close a high school were significantly higher than mean ratings for districts that closed a high school 4-10 years ago. Although not significant, means for districts that had a recent high school closing were higher than those for districts that closed a high school 4-10 years ago. Means for districts that had not closed a high school ranged from 3.65 to 3.89 across subscales, while means for

Table 8. Student Perceptions of Quality by Duration

	Did Not Close a High School			*Closed a High School 1-3 Years*			*Closed a High School 4-10 Years*				
	Group 1			*Group 2*			*Group 3*				
SUBSCALE	*N*	*Mean*	*SD*	*N*	*Mean*	*SD*	*N*	*Mean*	*SD*	*F*	*Prob*
Student Involvement	6	3.52	0.20	9	3.61	0.28	10	3.39	0.16	2.35	0.12
Student/Teacher Relations	6	3.54	0.17	9	3.47	0.21	10	3.49	0.17	0.24	0.79
Student/Counselor Relations	6	3.49	0.58	9	3.21	0.49	10	2.96	0.67	1.59	0.23
Student/Administration Relations	6	3.12	0.50	9	3.22	0.65	10	2.90	0.36	0.95	0.40
Curriculum/Instruction	6	3.38	0.16	9	3.35	0.24	10	3.26	0.16	0.86	0.44
School Image	6	3.41	0.33	9	3.36	0.50	10	3.09	0.35	1.62	0.22

Scale: 1 = least favorable, 5 = most favorable

Table 9. Teacher Perceptions of Quality by Duration

	Did Not Close a High School			*Closed a High School 1-3 Years*			*Closed a High School 4-10 Years*				
	Group 1			*Group 2*			*Group 3*				
SUBSCALE	*N*	*Mean*	*SD*	*N*	*Mean*	*SD*	*N*	*Mean*	*SD*	*F*	*Prob*
Organization/Administration	6	3.69	0.24	9	3.57	0.25	10	3.55	0.29	0.56	0.58
Instruction	6	3.77	0.22	9	3.66	0.15	10	3.64	0.19	1.04	0.37
Student Support Climate	6	3.59	0.32	9	3.63	0.23	10	3.48	0.35	0.56	0.58
School/Community Relations	6	3.51	0.30	9	3.37	0.17	10	3.36	0.24	0.89	0.42
Job Satisfaction	6	3.78	0.24	9	3.67	0.16	10	3.63	0.25	0.86	0.43
Programs	6	4.74	0.24	9	3.77	0.12	10	4.26	0.25	39.05	0.00*
Student Activities	6	3.76	0.25	9	3.57	0.21	10	3.62	0.18	1.50	0.24

Scale: 1 = least favorable, 5 = most favorable

*Group 2 < Groups 1 and 3

Table 10. Parent Perceptions of Quality by Duration

	Did Not Close a High School			*Closed a High School 1-3 Years*			*Closed a High School 4-10 Years*				
	Group 1			*Group 2*			*Group 3*				
SUBSCALE	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***F***	***Prob***
Parent/School Relations	6	3.89	0.22	9	3.60	0.28	10	3.55	0.24	3.74	0.04*
Instructional Outcomes	6	3.65	0.24	9	3.53	0.17	10	3.32	0.24	4.90	0.02*
School Problems	6	3.70	0.36	9	3.54	0.22	10	3.16	0.36	6.41	0.01*
Program Factors	6	3.80	0.17	9	3 67	0.15	10	3.50	0.26	4.18	0.03*
Student Activities	6	3.74	0.35	9	3.57	0.14	10	3.42	0.21	3.80	0.04*
Support Services	6	3.80	0.16	9	3.64	0.23	10	3.52	0.21	3.47	0.05*
Psychosocial Climate	6	3.89	0.28	9	3.71	0.20	10	3.45	0.31	5.53	0.01*

Scale: 1 = least favorable, 5 = most favorable

*Group 1 > Group 3 on all subcales

districts that closed a high school 1-3 years ago ranged from 3.53 to 3.71, and means for districts that closed a high school 4-10 years ago ranged from 3.16 to 3.55.

Parents from districts that had not closed a high school tended to have the most positive perceptions of the quality of schools in their communities. Parents from districts that had closed a high school were not as certain of the quality of their schools. Parents from districts with the longer term closings gave the lowest ratings of quality.

Community Member Responses

Community members differed in their perceptions of program awareness ($F = 31.49$, $p > .001$) (Table 11). The mean rating for districts that had not closed a high school (4.67) was significantly higher than the mean rating for districts that had closed a high school. The mean for districts that closed a high school 4-10 years ago (4.16) was significantly higher than the mean for districts that closed a high school 1-3 years ago (3.50). Community members in districts that had not closed a high school were satisfied with the level of program awareness, and program awareness was rated higher by community members in districts with long term high school closings than in districts with recent high school closings.

There were no other significant differences between groups on the remaining subscales. As with the other response groups, mean scores for community members in districts that had not closed a high school tended to be higher than means for the other two groups. The mean ratings for community members in districts that closed a high school 4-10 years ago tended to be greater than those for community members in districts that closed a high school 1-3 years ago.

There was one exception to this trend. Although not statistically significant, the mean score for community members from districts that closed a high school 4-10 years ago (3.90) was slightly higher than the means for the other two groups on the equality of opportunity subscale. Mean scores for community members of districts that had not closed a high school (3.85) were

Table 11. Community Perceptions of Quality by Duration

	Did Not Close a High School *Group 1*			*Closed a High School 1-3 Years* *Group 2*			*Closed a High School 4-10 Years* *Group 3*				
SUBSCALE	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***F***	***Prob***
General Support Climate	4	3.47	0.10	7	3.43	0.23	8	3.46	0.25	0.07	0.93
Program Awareness	4	4.67	0.10	7	3.50	0.21	8	4.16	0.31	31.49	0.00*
Responsiveness to the Community	4	3.84	0.08	7	3.56	0.34	8	3.74	0.17	1.98	0.17
Equality of Opportunity	4	3.85	0.13	7	3.80	0.25	8	3.90	0.21	0.37	0.69
Resource Stewardship	4	3.63	0.05	7	3.39	0.37	8	3.53	0.29	0.91	0.42

Scale 1 = least favorable, 5 = most favorable

*Group 1 > Groups 2 and 3, Group 3 > Group 2

slightly greater than those for community members in districts that closed a high school 1-3 years ago (3.80).

Perceived Effects of Reorganization or Whole Grade Sharing by Duration

Respondents in districts where there was a high school closing were asked to indicate whether they thought they were better or worse off in several areas because of the reorganization or whole grade sharing arrangement. Respondents in communities that had not closed a high school were asked to speculate what the effect would be. Again, differences between districts with recent closings, long-term closings, and no closing are examined for the four response groups (students, teachers, parents, and community members). Scheffe range tests generally identified specific significant differences between groups when results of the analysis of variance procedure proved significant.

Student Responses

Results of the analysis of student perceptions of the effects of reorganization or whole grade sharing showed significant differences between groups on the item that examined student participation in extracurricular activities ($F = 7.05$, $p < .01$) (Table 12). The mean response for students in districts that had not closed a high school (3.08) was significantly lower than the means for students in districts that closed a high school 1-3 years ago (3.54) and districts that closed a high school 4-10 years ago (3.49). However, all scores fell within a range to suggest that students were not sure of the anticipated or actual impact of reorganization or whole grade sharing on participation in extracurricular activities.

Although mean scores for students in districts that had not closed a high school tended to be lower than mean scores of students in districts that had closed a high school across items, the scores generally indicated that students were not certain of the anticipated or actual impact of reorganization or whole grade sharing on their schools. There were two exceptions. First, the

Table 12. Student Perceptions of the Effects of Reorganization or Whole Grade Sharing by Duration

ITEM	Did Not Close High School Group 1			Closed High School 1-3 Years Group 2			Closed High School 4-10 Years Group 3			F	Prob	Significant Differences Between Groups
	N	Mean	SD	N	Mean	SD	N	Mean	SD			
Overall quality of your school	6	3.28	0.36	9	3.70	0.43	10	3.64	0.36	2.40	0.11	
Student achievement	6	3.23	0.28	9	3.52	0.30	10	3.57	0.23	3.26	0.06	
Choice of courses	6	3.74	0.28	9	3.82	0.24	10	3.57	0.28	2.10	0.15	
Accessibility of technology, such as computers	6	3.64	0.25	9	3.62	0.46	10	4.03	0.36	3.41	0.05	NSD*
Choice of extracurricular activities	6	3.32	0.14	9	3.41	0.27	10	3.51	0.20	1.40	0.27	
Student participation in extracurricular activities	6	3.08	0.28	9	3.54	0.22	10	3.49	0.26	7.04	0.00	1<2, 1<3
Attitudes of students toward the school	6	2.80	0.33	9	3.18	0.48	10	3.08	0.38	1.65	0.21	
Attitudes of parents toward the school	6	2.92	0.23	9	3.20	0.34	10	3.25	0.24	2.78	0.08	
Attitudes of teachers toward the school	6	3.12	0.31	9	3.43	0.30	10	3.43	0.27	2.54	0.10	
Attitudes of district residents toward the school	6	3.08	0.23	9	3.31	0.32	10	3.22	0.21	1.44	0.26	
Community involvement in school activities	6	3.20	0.33	9	3.64	0.41	10	3.54	0.31	2.90	0.08	

Scale: 1= much worse, 5 = much better

*Significant differences were not evident using Scheffe Test, alpha = .05.

mean score suggests that students in districts that had not closed a high school thought doing so would have a positive impact on the choice of available courses. While this expectation was confirmed by students in districts that closed a high school 1-3 years ago, students in districts that closed a high school 4-10 years ago were not certain of the impact on the choice of courses. It is important to note that the differences between these groups was not statistically significant. Second, the mean score of students from districts that closed a high school 4-10 years ago indicates that students thought reorganization or whole grade sharing had a positive impact on access to technology.

Teacher Responses

There were significant differences between groups on all of the items (Table 13). On all but one item (utilization of money), the means for teachers from districts that had not closed a high school were significantly lower than the means for at least one of the groups of districts that had closed a high school. The only significant difference between districts that closed a high school 1-3 and 4-10 years ago occurred on the item, utilization of money. The mean rating of teachers from districts that had recently closed a high school (2.82) was significantly lower than the mean score for teachers from districts that closed a high school 4-10 years ago (3.34).

In general, teachers from districts that had not closed a high school were either uncertain or felt that reorganizing or sharing grades would have a negative impact, particularly in the areas of participation in extracurricular activities; attitudes of students, parents, teachers, and residents; and transportation services. Teachers in districts that had closed a high school perceived a positive impact on the overall quality of school, choice of courses, access to technology, and choice of extracurricular activities. Teachers in districts with a long-term closing had the most positive perceptions. The only negative impact of reorganization or sharing appeared for transportation services, and only among teachers in districts that recently

Table 13. Teacher Perceptions of the Effects of Reorganization or Whole Grade Sharing by Duration

ITEM	Did Not Close High School 1 Group 1			Closed High School 1-3 Years Group 2			Closed High School 4-10 Years Group 3			F	Prob	Significant Differences Between Groups
	N	Mean	SD	N	Mean	SD	N	Mean	SD			
Overall quality of your school	6	3.03	0.39	9	3.82	0.31	10	3.81	0.24	14.89	0.00	1<2, 1<3
Student achievement	6	2.99	0.40	9	3.64	0.26	10	3.68	0.38	8.38	0.00	1<2, 1<3
Choice of courses	6	3.58	0.36	9	3.96	0.20	10	4.04	0.31	5.12	0.01	1<3
Accessibility of technology, such as computers	6	3.22	0.41	9	3.61	0.32	10	3.83	0.26	7.04	0.00	1<3
Choice of extracurricular activities	6	3.06	0.31	9	3.65	0.23	10	3.78	0.24	15.40	0.00	1<2, 1<3
Student participation in extracurricular activities	6	2.62	0.37	9	3.63	0.37	10	3.49	0.43	13.03	0.00	1<2, 1<3
Attitudes of students toward the school	6	2.60	0.30	9	3.32	0.49	10	3.35	0.27	9.18	0.00	1<2, 1<3
Attitudes of parents toward the school	6	2.54	0.39	9	3.23	0.40	10	3.40	0.34	10.38	0.00	1<2, 1<3
Attitudes of teachers toward the school	6	2.68	0.34	9	3.44	0.30	10	3.46	0.22	17.32	0.00	1<2, 1<3
Attitudes of district residents toward the school	6	2.63	0.48	9	3.41	0.39	10	3.36	0.19	10.81	0.00	1<2, 1<3
Community involvement in school activities	6	2.78	0.50	9	3.35	0.40	10	3.41	0.24	6.08	0.01	1<2, 1<3
Utilization of available money for educational programs	6	3.05	0.24	9	2.82	0.27	10	3.34	0.24	10.21	0.00	2<3
Transportation services	6	2.46	0.37	9	2.66	0.28	10	2.94	0.27	5.26	0.01	1<3

Scale: 1= much worse, 5 = much better

closed a high school. The means for teachers in districts that closed a high school 4-10 years ago suggest that teachers were uncertain of the impact on transportation services.

Parent Responses

Parents in the three groups differed on seven of the 17 items on this survey (Table 14). Mean ratings of parents in districts that closed a high school 4-10 years ago were significantly greater than those of parents in districts that had not closed a high school on access to technology, attitudes of teachers and residents, sense of community pride, and transportation services. Parents in districts that closed a high school 1-3 years ago differed from parents in districts that had not closed a high school on the perceived effect on student attitudes. The Scheffe test failed to indicate how the groups differed in their perception of the effect of reorganization or whole grade sharing on participation in extracurricular activities. While means of the two groups that had closed high schools were quite similar, there was considerable difference between these means and the mean of parents in districts that had not closed a high school.

In general, parents from districts that had not closed a high school believed that reorganization or whole grade sharing would have a minimal or slightly negative effect on their schools, while parents in districts that had closed a high school reported that their schools were slightly better off for having reorganized or shared grades. In particular, parents in all groups perceived that reorganization or whole grade sharing would have, or had, a positive impact on choice of courses. Parents in districts that had not closed a high school perceived that reorganization or whole grade sharing would have a negative impact on participation in extracurricular activities; the attitudes of students, parents, and residents; sense of community pride; and transportation services. They were less certain about the potential impact of reorganizing or sharing grades on the remaining areas assessed on the survey.

Table 14. Parent Perceptions of the Effects of Reorganization or Whole Grade Sharing by Duration

ITEM	Did Not Close High School 1			Closed High School 1-3 Years Group 2			Closed High School 4-10 Years Group 3			F	Prob	Significant Differences Between Groups
	N	Mean	SD	N	Mean	SD	N	Mean	SD			
Overall quality of your school	6	3.16	0.68	9	3.49	0.35	10	3.69	0.43	2.40	0.11	
Student achievement	6	3.07	0.52	9	3.40	0.21	10	3.45	0.28	2.72	0.09	
Choice of courses	6	3.83	0.23	9	3.77	0.17	10	3.88	0.47	0.21	0.81	
Accessibility of technology, such as computers	6	3.18	0.41	9	3.55	0.24	10	3.93	0.59	5.30	0.01	1<3
Choice of extracurricular activities	6	3.34	0.40	9	3.40	0.19	10	3.64	0.31	2.37	0.12	
Student participation in extracurricular activities	6	2.63	0.81	9	3.28	0.38	10	3.25	0.23	4.07	0.03	NSD*
Attitudes of students toward the school	6	2.69	0.65	9	3.32	0.38	10	3.19	0.37	3.67	0.04	1<2
Attitudes of parents toward the school	6	2.71	0.38	9	3.01	0.32	10	3.13	0.36	2.77	0.08	
Attitudes of teachers toward the school	6	2.77	0.49	9	3.25	0.20	10	3.34	0.38	5.04	0.02	1<3
Attitudes of district residents toward the school	6	2.62	0.62	9	3.13	0.28	10	3.17	0.29	4.26	0.03	1<3
Community involvement in school activities	6	2.82	0.59	9	3.27	0.17	10	3.27	0.41	2.92	0.07	
Sense of community pride	6	2.65	0.65	9	3.21	0.26	10	3.34	0.41	5.06	0.02	1<3
Relationship between communities involved	6	3.10	0.69	9	3.56	0.43	10	3.50	0.45	1.63	0.22	

Scale: 1= much worse, 5 = much better

*Significant differences were not evident using Scheffe Test, alpha = 05

Table 14. (Continued)

ITEM	Did Not Close High School Group 1			Closed High School 1-3 Years Group 2			Closed High School 4-10 Years Group 3			F	Prob	Significant Differences Between Groups
	N	Mean	SD	N	Mean	SD	N	Mean	SD			
Representation of community views on school board	6	2.75	0.53	9	3.21	0.41	10	3.02	0.44	1.83	0.18	
Utilization of available money for educational programs	6	3.43	0.44	9	3.18	0.23	10	3.44	0.24	2.21	0.13	
Transportation services (busing)	6	2.52	0.48	9	2.80	0.32	10	3.14	0.46	4.28	0.03	1<3
Business activity in the community	6	2.84	0.62	9	3.14	0.17	10	3.14	0.24	1.65	0.22	

None of the ratings indicated that parents in districts that closed a high school perceived a negative impact on any of the areas assessed. However, a positive impact was perceived among parents in districts that closed a high school 1-3 years ago on only choice of courses. Parents in districts that closed a high school 4-10 years ago percieved a positive impact on choice of courses and access to technology.

Community Member Responses

In general, mean ratings of community members in districts that had not closed a high school tended to be lower than those of community members in districts that had closed a high school (Table 15). Mean scores of community members in districts that closed a high school 4-10 years ago tended to be higher than mean ratings of the other two groups.

Although the ratings were not significantly different, they have interpretive value. None of the means indicated that community members expected or actually perceived a negative impact of reorganizing or whole grade sharing on any of the areas assessed on the survey. Community members perceived that reorganizing or sharing would have, or had, a positive impact on choice of courses and access to technology. There was also a tendency to perceive a positive impact on choice of extracurricular activities. Community members in districts that had not closed a high school also expected a positive impact on the use of money. This perception was not necessarily shared by community members in districts that had closed a high school. Positive impacts were perceived on the relationships between the communities involved. Community members in districts that closed a high school 4-10 years ago also believed there was a positive impact on the overall quality of the school.

Summary

Closing a high school in general, and more specifically, the length of time since closing a high school, had little impact on the perceptions of quality among students, teachers, and

Table 15. Community Perceptions of the Effects of Reorganization or Whole Grade Sharing by Duration

ITEM	Did Not Close High School Group 1			Closed High School 1-3 Years Group 2			Closed High School 4-10 Years Group 3			F	Prob	Significant Differences Between Groups
	N	Mean	SD	N	Mean	SD	N	Mean	SD			
Overall quality of your school	4	3.46	0.59	7	3.62	0.30	8	3.80	0.40	0.99	0.39	
Student achievement	4	3.50	0.54	7	3.50	0.28	8	3.64	0.39	0.29	0.75	
Choice of courses	4	3.87	0.23	7	3.96	0.26	8	3.96	0.31	0.16	0.86	
Accessibility of technology, such as computers	4	3.76	0.44	7	3.81	0.27	8	4.08	0.31	1.90	0.18	
Choice of extracurricular activities	4	3.69	0.40	7	3.77	0.41	8	3.78	0.46	0.06	0.94	
Student participation in extracurricular activities	4	3.40	0.71	7	3.35	0.31	8	3.67	0.21	0.02	0.98	
Attitudes of students toward the school	4	3.22	0.63	7	3.38	0.35	8	3.46	0.31	0.47	0.64	
Attitudes of parents toward the school	4	3.13	0.73	7	3.11	0.14	8	3.36	0.21	1.11	0.35	
Attitudes of teachers toward the school	4	3.30	0.88	7	3.23	0.33	8	3.50	0.39	0.60	0.56	
Attitudes of district residents toward the school	4	3.27	0.54	7	3.21	0.32	8	3.44	0.32	0.71	0.51	
Community involvement in school activities	4	3.24	0.57	7	3.27	0.30	8	3.42	0.30	0.44	0.65	
Sense of community pride	4	3.28	0.63	7	3.31	0.30	8	3.44	0.41	0.25	0.78	
Relationship between communities involved	4	3.59	0.37	7	3.76	0.11	8	3.71	0.58	0.21	0.81	

Scale: 1 = much worse, 5 = much better

Table 15. (Continued)

ITEM	Did Not Close High School Group 1			Closed High School 1-3 Years Group 2			Closed High School 4-10 Years Group 3			F	Prob	Significant Differences Between Groups
	N	Mean	SD	N	Mean	SD	N	Mean	SD			
Representation of community views on school board	4	3.28	0.65	7	3.16	0.35	8	3.28	0.68	0.10	0.90	
Utilization of available money for educational programs	4	3.72	0.35	7	3.32	0.30	8	3.60	0.34	2.25	0.14	
Transportation services (busing)	4	3.21	0.84	7	3.03	0.34	8	3.16	0.27	0.26	0.78	
Business activity in the community	4	3.58	0.46	7	3.20	0.34	8	3.39	0.35	1.34	0.29	

community members. However, it did make a significant impact on the perceptions of parents. Parents in districts that closed a high school generally held neutral views about the quality of the schools in their districts. Although not significantly different, mean ratings by parents from districts that closed a high school 4-10 years ago were often lower than those of parents from districts that closed a high school 1-3 years ago.

Experiencing a school closing also had little effect on the perceptions of its impact among students and community members. While teachers and parents in districts that had not closed a school feared a negative impact, teachers and parents in districts that closed a high school perceived a positive impact. For these response groups, the most positive perceptions were held by those in districts that closed a high school 4-10 years ago.

Size

This section provides an examination of the effects of relative size on the perceptions of the impact of a school closing and provides insight into answering the question: "Are there significant differences between perceptions of students, teachers, parents, and citizens in districts that reorganized or are whole grade sharing with districts of the same relative size and respondents from districts that reorganized or are whole grade sharing with districts that are disproportionately larger?"

Size is defined by the relative size of the partner districts, based on the total enrollment of the districts. A proportionate relationship is one in which the district that closed the school either shares or is reorganized with a partner district of the same relative size. A disproportionate relationship is defined as one in which the district that closed a school shares or is reorganized with a partner district that had at least twice the enrollment of the original district. Again, the six districts that had not closed a high school provide comparison.

Perceptions of Quality by Size

Student Responses

There were no significant differences between groups on any of the subscales (Table 16). Mean ratings for all groups were within the range to suggest that students held neutral perceptions regarding student involvement, student/teacher relations, student/counselor relations, student/administration relations, curriculum/instruction, and school image.

Teacher Responses

Table 17 shows that there were significant differences in mean ratings between groups on two subscales: programs and student activities. The mean rating of teachers from districts that had not closed a high school (4.74) was greater than the ratings of teachers from districts that combined with districts of proportionate (4.05) and disproportionate (3.98) sizes on the program subscale. There was no significant difference between responses of teachers from districts that had combined with districts of proportionate and disproportionate size. The mean rating of teachers from districts that had not closed a high school (3.76) was also significantly greater than that of teachers from districts that combined with districts of disproportionate size (3.44) on the student activities subscale.

The mean ratings across groups and subscales were at least 3.25, and generally clustered between 3.42 and 3.65, suggesting that teachers did not perceive a particular problem in any of the areas of the subscales, but that they were not really sure how they felt about the areas assessed on the subscales. Mean ratings of teachers from districts that combined with districts of disproportionate size tended to be lower than mean ratings of the other two groups. Teachers from districts that combined with districts of comparable size tended to give lower ratings than did teachers from districts that had not closed a high school.

Table 16. Student Perceptions of Quality by Size

	Did Not Close a High School *Group 1*			*Proportionate* *Group 2*			*Disproportionate* *Group 3*				
SUBSCALE	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***F***	***Prob***
Student Involvement	6	3.52	0.20	13	3.55	0.25	6	3.37	0.21	1.32	0.29
Student/Teacher Relations	6	3.54	0.17	13	3.53	0.19	6	3.37	0.11	2.17	0.14
Student/Counselor Relations	6	3.49	0.58	13	3.18	0.66	6	2.85	0.31	1.85	0.18
Student/Administration Relations	6	3.12	0.50	13	3.08	0.51	6	2.99	0.61	0.10	0.90
Curriculum/Instruction	6	3.38	0.16	13	3.37	0.20	6	3.16	0.13	3.16	0.06
School Image	6	3.41	0.33	13	3.35	0.42	6	2.92	0.33	3.22	0.06

Scale: 1 = least favorable, 5 = most favorable

Table 17. Teacher Perceptions of Quality by Size

	Did Not Close a High School *Group 1*			*Proportionate* *Group 2*			*Disproportionate* *Group 3*				
SUBSCALE	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***F***	***Prob***
Organization/Administration	6	3.69	0.24	13	3.52	0.29	6	3.63	0.21	0.87	0.43
Instruction	6	3.77	0.22	13	3.69	0.16	6	3.55	0.16	2.55	0.10
Student Support Climate	6	3.59	0.32	13	3.58	0.33	6	3.50	0.25	0.16	0.85
School/Community Relations	6	3.51	0.30	13	3.42	0.20	6	3.25	0.18	2.33	0.12
Job Satisfaction	6	3.78	0.24	13	3.67	0.21	6	3.60	0.21	1.02	0.38
Programs	6	4.74	0.24	13	4.05	0.34	6	3.98	0.30	12.00	0.00*
Student Activities	6	3.76	0.25	13	3.67	0.16	6	3.44	0.16	4.95	0.02**

Scale: 1 = least favorable, 5 = most favorable

*Group 1 > Groups 2 and 3

**Group 1 > Group 3

Parent Responses

A significant difference was found between groups on the Parent/School Relations subscale of the Parent Inventory (Table 18). Parents from districts that had not closed a high school (3.89) gave significantly higher ratings than did parents from districts that had combined with districts of proportionate size (3.56).

As a whole, the mean ratings of parents from districts that had not closed a high school were greater than those of the other two groups across subscales. These ratings ranged from 3.65 to 3.89. Mean ratings of parents from districts that combined with proportionate districts were similar to those of parents from districts that combined with disproportionate size districts. The means for these two groups ranged from 3.32 to 3.62 across subscales.

In general, parents in districts that had closed a high school gave somewhat lower ratings of quality in the areas addressed on the subscales. Parents in districts that had not closed a high school rated the quality of their schools higher.

Community Members Responses

Community members from districts that had not closed a high school rated their awareness of the school program significantly higher (4.67) than did community members from districts that combined with districts of proportionate (3.92) and disproportionate (3.67) size (Table 19). There was no significant difference between mean ratings for the groups that closed high schools.

Community members were either not sure or had positive perceptions of the quality of their schools. The lowest mean score across subscales and groups was 3.26; the highest was 4.67. Mean ratings of community members from districts that combined with districts of disproportionate size were lower than those of the other two groups on all subscales. Mean ratings of community members from districts that combined with proportionately sized districts

Table 18. Parent Perceptions of Quality by Size

	Did Not Close a High School *Group 1*			*Proportionate* *Group 2*			*Disproportionate* *Group 3*				
SUBSCALE	*N*	*Mean*	*SD*	*N*	*Mean*	*SD*	*N*	*Mean*	*SD*	*F*	*Prob*
Parent/School Relations	6	3.89	0.22	13	3.56	0.26	6	3.60	0.27	3.71	0.04*
Instructional Outcomes	6	3.65	0.24	13	3.42	0.20	6	3.42	0.29	2.24	0.13
School Problems	6	3.70	0.36	13	3.35	0.35	6	3.32	0.39	2.27	0.13
Program Factors	6	3.80	0.17	13	3.61	0.19	6	3.52	0.29	2.69	0.09
Student Activities	6	3.74	0.35	13	3.49	0.19	6	3.48	0.23	2.43	0.11
Support Services	6	3.80	0.16	13	3.60	0.22	6	3.53	0.23	2.76	0.09
Psychosocial Climate	6	3.89	0.28	13	3.55	0.31	6	3.62	0.27	2.87	0.08

Scale: 1 = least favorable, 5 = most favorable

* Group 1 > Group 2

Table 19. Community Perceptions of Quality by Size

	Did Not Close a High School *Group 1*			*Proportionate* *Group 2*			*Disproportionate* *Group 3*				
SUBSCALE	*N*	*Mean*	*SD*	*N*	*Mean*	*SD*	*N*	*Mean*	*SD*	*F*	*Prob*
General Support Climate	4	3.47	0.10	11	3.51	0.22	4	3.26	0.14	2.63	0.10
Program Awareness	4	4.67	0.10	11	3.92	0.45	4	3.67	0.34	7.68	0.00*
Responsiveness to the Community	4	3.84	0.08	11	3.69	0.31	4	3.59	0.08	1.03	0.38
Equality of Opportunity	4	3.85	0.13	11	3.90	0.34	4	3.73	0.14	0.99	0.39
Resource Stewardship	4	3.63	0.05	11	3.48	0.38	4	3.44	0.14	0.49	0.62

Scale 1 = least favorable, 5 = most favorable

*Group 1> Groups 2 and 3

tended to be lower than the means of community members from districts that had not closed a high school.

Perceived Effects of Reorganization or Whole Grade Sharing by Size

The perceived effects of reorganization or whole grade sharing were examined for differences between districts involved in proportionate reorganization/whole grade sharing relationships, those involved in disproportionate reorganization/whole grade sharing relationships, and districts that had not closed a high school for the four response groups (students, teachers, parents, and community members). Again, Scheffe range tests were used to identify specific significant differences between groups when results of the analysis of variance procedure proved significant.

Student Responses

Student groups were significantly different in their ratings of the effect of reorganization or whole grade sharing on the following: overall quality of school, student achievement, participation in extracurricular activities, attitudes of students, attitudes of parents, attitudes of teachers, and community involvement in activities (Table 20). For all items but attitudes of students, mean ratings of students from districts that had not closed a high school were lower than those of students from districts that combined with districts of proportionate size. The mean rating of students that had not closed a high school was also significantly lower than the mean rating of students from districts that combined with disproportionately sized districts on participation in extracurricular activities. Although the mean rating of students from districts that had not closed a high school was considerably lower than that of students from districts that combined with proportionate districts on the item regarding attitudes of students, this difference was not statistically significant.

Table 20. Student Perceptions of the Effects of Reorganization or Whole Grade Sharing by Size

ITEM	*Did Not Close High School* Group 1			*Proportionate* Group 2			*Disproportionate* Group 3			F	Prob	*Significant Differences Between Groups*
	N	Mean	SD	N	Mean	SD	N	Mean	SD			
Overall quality of your school	6	3.28	0.36	13	3.76	0.39	6	3.47	0.33	3.96	0.03	1<2
Student achievement	6	3.23	0.28	13	3.60	0.28	6	3.43	0.16	4.24	0.03	1<2
Choice of courses	6	3.74	0.29	13	3.78	0.24	6	3.50	0.31	2.16	0.14	
Accessibility of technology, such as computers	6	3.64	0.25	13	3.92	0.45	6	3.65	0.43	1.47	0.25	
Choice of extracurricular activities	6	3.32	0.14	13	3.53	0.24	6	3.32	0.16	3.14	0.06	
Student participation in extracurricular activities	6	3.08	0.28	13	3.54	0.23	6	3.46	0.26	7.27	0.00	1<2, 1<3
Attitudes of students toward the school	6	2.80	0.33	13	3.24	0.40	6	2.89	0.38	3.46	0.05	NSD*
Attitudes of parents toward the school	6	2.92	0.23	13	3.29	0.28	6	3.08	0.25	4.31	0.03	1<2
Attitudes of teachers toward the school	6	3.12	0.31	13	3.50	0.28	6	3.28	0.23	4.14	0.03	1<2
Attitudes of district residents toward the school	6	3.08	0.23	13	3.33	0.26	6	3.12	0.23	2.70	0.09	
Community involvement in school activities	6	3.20	0.33	13	3.70	0.37	6	3.36	0.20	5.46	0.01	1<2

Scale: 1= much worse, 5 = much better

*Significant differences were not evident using Scheffe Test, alpha = .05

The significant differences provide little interpretive value. Mean ratings across groups on 5 of the 7 items were within the range to suggest that students were uncertain of the anticipated or actual effect of reorganization or whole grade sharing. While students in districts that had not closed a high school and students in districts that combined with districts of disproportionate size were uncertain of the effects of reorganization or whole grade sharing on the overall quality of school and student achievement, students in districts that combined with districts of proportionate size perceived an improvement in these areas due to reorganization or whole grade sharing.

A review of the mean ratings across items suggests that students from districts that had not closed a high school perceived that reorganization or whole grade sharing might have a positive impact on choice of courses. Students were less certain of the impact on the other areas assessed on the survey. Although not significant, mean ratings of students from districts that combined with proportionately sized districts were generally higher than those of students from districts that combined with districts of disproportionate size. Students in proportionate arrangements perceived a positive impact on the quality of schools, student achievement, choice of courses, access to technology, and community involvement in activities. Students from districts in disproportionate arrangements were uncertain of the impact of reorganization or whole grade sharing on any of the areas measured on the survey.

Teacher Responses

Significant differences were found between groups on 11 of the 13 items on the teacher inventory (Table 21). In each case, mean ratings of teachers from districts that had not closed a high school were significantly lower than the mean ratings of teachers from districts that combined with proportionately sized districts. They were also significantly less than the mean ratings of teachers from districts that combined with disproportionately sized districts on all but

Table 21. Teacher Perceptions of the Effects of Reorganization or Whole Grade Sharing by Size

ITEM	Did Not Close High School Group 1			Proportionate Group 2			Disproportionate Group 3			F	Prob	Significant Differences Between Groups
	N	Mean	SD	N	Mean	SD	N	Mean	SD			
Overall quality of your school	6	3.03	0.39	13	3.84	0.29	6	3.76	0.24	15.28	0.00	1<2, 1<3
Student achievement	6	2.99	0.40	13	3.73	0.35	6	3.51	0.22	9.77	0.00	1<2, 1<3
Choice of courses	6	3.58	0.36	13	4.07	0.25	6	3.84	0.22	7.10	0.00	1<2
Accessibility of technology, such as computers	6	3.22	0.41	13	3.79	0.31	6	3.58	0.24	6.59	0.01	1<2
Choice of extracurricular activities	6	3.06	0.31	13	3.77	0.23	6	3.60	0.24	16.35	0.00	1<2, 1<3
Student participation in extracurricular activities	6	2.62	0.37	13	3.55	0.47	6	3.58	0.22	12.47	0.00	1<2, 1<3
Attitudes of students toward the school	6	2.60	0.30	13	3.37	0.40	6	3.26	0.33	9.50	0.00	1<2, 1<3
Attitudes of parents toward the school	6	2.54	0.39	13	3.35	0.42	6	3.26	0.25	9.70	0.00	1<2, 1<3
Attitudes of teachers toward the school	6	2.68	0.34	13	3.48	0.27	6	3.40	0.24	17.78	0.00	1<2, 1<3
Attitudes of district residents toward the school	6	2.63	0.48	13	3.42	0.31	6	3.32	0.28	11.06	0.00	1<2, 1<3
Community involvement in school activities	6	2.78	0.50	13	3.47	0.34	6	3.19	0.10	8.06	0.00	1<2
Utilization of money	6	3.05	0.24	13	3.19	0.35	6	2.90	0.33	1.66	0.21	
Transportation services	6	2.46	0.37	13	2.77	0.32	6	2.88	0.28	2.95	0.07	

Scale 1= much worse, 5 = much better

three of these items (choice of courses, access to technology, and community involvement in activities).

Teachers from districts that had not closed a high school perceived that reorganization or whole grade sharing would have a slightly negative impact on participation in extracurricular activities; attitudes of students, parents, teachers, and community residents; and transportation services (mean ratings less than 2.70). They were less certain about the impact on the other areas assessed on the survey.

Mean ratings of teachers from districts that combined with proportionately sized districts tended to be similar to those of teachers from districts that combined with disproportionately sized districts. Both groups perceived that reorganization or whole grade sharing had a positive impact on the overall quality of the school and the choice of courses. Although not significantly different, mean ratings of teachers from districts in proportionate arrangements were higher than the means of teachers in disproportionate arrangements on student achievement and choice of extracurricular activities. Neither group was certain of the impact of reorganization or whole grade sharing on the other areas addressed. However, neither group perceived a negative impact of reorganization or whole grade sharing on any of these areas.

Parent Responses

Parents in the three groups expressed different perceptions about the effects of whole grade sharing or reorganization on the following items: access to technology, participation in extracurricular activities, attitudes of students, attitudes of teachers, attitudes of residents, and sense of community pride (Table 22). Subsequent range tests failed to identify the source of significance for attitudes of students, although the mean rating of parents from districts that had not closed a high school was considerably lower than those of the other two groups. It was evident that parents from districts that had not closed a high school thought that access to technology, participation in extracurricular activities, attitudes of teachers, and sense of

Table 22. Parent Perceptions of the Effects of Reorganization or Whole Grade Sharing by Size

ITEM	Did Not Close High School Group 1 N	Mean	SD	Proportionate Group 2 N	Mean	SD	Disproportionate Group 3 N	Mean	SD	F	Prob	Significant Differences Between Groups
Overall quality of your school	6	3.16	0.68	13	3.68	0.41	6	3.40	0.30	2.78	0.08	
Student achievement	6	3.07	0.52	13	3.46	0.27	6	3.36	0.18	2.90	0.08	
Choice of courses	6	3.83	0.23	13	3.91	0.39	6	3.65	0.22	1.26	0.30	
Accessibility of technology, such as computers	6	3.18	0.41	13	3.85	0.52	6	3.53	0.36	4.37	0.03	1<2
Choice of extracurricular activities	6	3.34	0.40	13	3.52	0.33	6	3.52	0.16	0.71	0.50	
Student participation in extracurricular activities	6	2.63	0.81	13	3.27	0.36	6	3.24	0.14	4.07	0.03	1<2
Attitudes of students toward the school	6	2.69	0.65	13	3.27	0.42	6	3.20	0.28	3.49	0.05	NSD*
Attitudes of parents toward the school	6	2.71	0.38	13	3.11	0.36	6	2.99	0.28	2.67	0.09	
Attitudes of teachers toward the school	6	2.77	0.49	13	3.33	0.32	6	3.23	0.28	5.04	0.02	1<2
Attitudes of district residents toward the school	6	2.62	0.62	13	3.12	0.30	6	3.22	0.24	4.41	0.02	1<3
Community involvement in school activities	6	2.82	0.59	13	3.28	0.36	6	3.25	0.18	2.94	0.07	
Sense of community pride	6	2.65	0.65	13	3.28	0.39	6	3.27	0.23	4.72	0.02	1<2
Relationship between communities involved	6	3.10	0.69	13	3.51	0.50	6	3.57	0.28	1.62	0.22	

Scale: 1= much worse, 5 = much better

*Significant differences were not evident using Scheffe Test, alpha = .05.

Table 22. (Continued)

ITEM	Did Not Close High School Group 1 N	Mean	SD	Proportionate Group 2 N	Mean	SD	Disproportionate Group 3 N	Mean	SD	F	Prob	Significant Differences Between Groups
Representation of community views on school board	6	2.75	0.53	13	3.06	0.47	6	3.20	0.33	1.58	0.23	
Utilization of available money for educational programs	6	3.43	0.44	13	3.32	0.29	6	3.30	0.22	0.30	0.75	
Transportation services (busing)	6	2.52	0.48	13	2.90	0.42	6	3.15	0.43	3.24	0.06	
Business activity in the community	6	2.84	0.62	13	3.10	0.23	6	3.22	0.08	1.94	0.17	

community pride would be more negatively affected than did parents from districts that combined with districts of proportionate size. The mean rating of parents in districts that had not closed a high school was significantly lower than that of parents from districts that combined with districts of disproportionate size on attitudes of residents.

Parents in districts that had not closed a high school perceived that reorganization or whole grade sharing may have a positive impact on choice of courses. However, they were less certain of the impact on other areas indicated on the survey. Mean ratings suggested that these parents perceived that reorganization or sharing would have a negative impact on participation in extracurricular activities; attitudes of students, attitudes of parents; attitudes of residents; and community pride.

In general, parents in districts that had closed a high school believed that reorganization or whole grade sharing would have little or no impact on most of the areas assessed on the survey. Parents in districts involved in a proportionate arrangement perceived a positive impact on choice of courses and access to technology and on the overall quality of their schools. Parents in districts involved in a disproportionate arrangement thought that reorganization or sharing improved the choice of courses, but had little or no effect on the other areas surveyed.

Community Responses

There were no significant differences between community groups (Table 23). Mean ratings suggest that community members in districts that had not closed a high school perceived that reorganization or whole grade sharing would have a positive impact on choice of courses, access to technology, choice of extracurricular activities, and utilization of money. They thought there would be little impact on the other areas measured on this survey.

Mean ratings of community members in districts that combined with disproportionately sized districts tended to be slightly higher than those of community members in districts that combined with a proportionately sized district. Community members in these two groups

Table 23. Community Perceptions of the Effects of Reorganization or Whole Grade Sharing by Size

ITEM	Did Not Close High School Group 1			Proportionate Group 2			Disproportionate Group 3			F	Prob	Significant Differences Between Groups
	N	Mean	SD	N	Mean	SD	N	Mean	SD			
Overall quality of your school	4	3.46	0.59	11	3.69	0.39	4	3.80	0.28	0.70	0.51	
Student achievement	4	3.50	0.54	11	3.55	0.37	4	3.64	0.28	0.14	0.87	
Choice of courses	4	3.87	0.23	11	4.00	0.23	4	3.84	0.40	0.66	0.53	
Accessibility of technology, such as computers	4	3.76	0.44	11	3.92	0.34	4	4.04	0.25	0.66	0.53	
Choice of extracurricular activities	4	3.69	0.40	11	3.75	0.43	4	3.83	0.45	0.11	0.90	
Student participation in extracurricular activities	4	3.40	0.71	11	3.28	0.23	4	3.57	0.20	0.94	0.41	
Attitudes of students toward the school	4	3.22	0.63	11	3.43	0.32	4	3.38	0.37	0.40	0.67	
Attitudes of parents toward the school	4	3.13	0.73	11	3.24	0.26	4	3.26	0.07	0.15	0.86	
Attitudes of teachers toward the school	4	3.30	0.88	11	3.38	0.42	4	3.35	0.28	0.04	0.96	
Attitudes of district residents toward the school	4	3.27	0.54	11	3.30	0.36	4	3.40	0.26	0.13	0.88	
Community involvement in school activities	4	3.24	0.57	11	3.29	0.31	4	3.50	0.25	0.61	0.56	
Sense of community pride	4	3.28	0.63	11	3.34	0.38	4	3.48	0.30	0.23	0.80	
Relationship between communities involved	4	3.59	0.37	11	3.76	0.47	4	3.65	0.26	0.28	0.76	

Scale: 1 = much worse, 5 = much better

Table 23. (Continued)

ITEM	Did Not Close High School Group 1 N	Mean	SD	Proportionate Group 2 N	Mean	SD	Disproportionate Group 3 N	Mean	SD	F	Prob	Significant Differences Between Groups
Representation of community views on school board	4	3.28	0.65	11	3.16	0.61	4	3.39	0.24	0.27	0.77	
Utilization of available money for educational programs	4	3.72	0.35	11	3.45	0.39	4	3.53	0.15	0.89	0.43	
Transportation services (busing)	4	3.21	0.84	11	2.99	0.27	4	3.40	0.15	1.41	0.27	
Business activity in the community	4	3.58	0.46	11	3.24	0.36	4	3.47	0.28	1.42	0.27	

perceived a positive impact on the overall quality of school, choice of courses, access to technology, choice of extracurricular activities, and the relationship between the communities involved. They were less certain of the impact of reorganization or whole grade sharing on other areas assessed on the survey.

Summary

The experience of closing a school, and in particular combining with proportionately or disproportionately sized districts, appeared to have little impact on the perceptions related to the overall quality of the schools. On the few occasions where significant differences were found, the distinction was between respondents in districts that had not closed a high school and districts that had. The size of districts (either proportionate or disproportionate) was not a factor in determining significant differences in perceptions of quality. In general, respondents from districts that had not closed a high school had a more favorable perception of quality than respondents from districts that had closed a high school.

There was a distinction between respondents from districts that had closed a high school and districts that had not on the anticipated or actual effects of reorganization or whole grade sharing. On those items where significant differences were found, responses from districts that had not closed a high school indicated that they expected little or no change. Districts that had closed a high school reported that they were somewhat better off. Although not significant, there was a tendency for respondents from districts that combined with proportionately sized districts to perceive a more positive impact than did those from districts that combined with disproportionately sized districts.

Respondents generally thought that the anticipated or actual effect of reorganization or whole grade sharing on their schools would be minimal. However, reorganization or whole grade sharing was perceived by all respondent groups to have an anticipated or actual positive

impact on areas that increased educational opportunities such as choice of courses, choice of extracurricular activities, and access to technology.

Structure

Effects of structure on perceptions of quality and impact of closing a high school are examined in this section. Structure is defined as the nature of the arrangement (i.e., whole grade sharing or reorganization) between partner districts. The research question to be explored is: "Are there differences in perceptions between respondents from districts that are whole grade sharing and districts that have reorganized?"

Fifteen districts in this sample were participating in whole grade sharing agreements and four had reorganized. Again, the six districts that had not closed a high school provide a reference point.

Perception of Quality by Structure

Student Responses

Student groups differed on how they rated the quality of student/counselor relations (Table 24). While range tests failed to pinpoint the source of these differences, the mean rating for students in districts that had not closed a high school (3.49) was similar to that of students in districts that had reorganized (3.57) and considerably higher than the mean rating of students in districts that are sharing grades (2.94). Students gave neutral ratings for the overall quality of their schools as measured by the six subscales. Mean ratings across groups and subscales ranged from 2.94 to 3.57.

Teacher Responses

Teachers in the three groups gave significantly different ratings on the program subscale (Table 25). While all teachers agreed that the programs offered in their schools were of high

Table 24. Student Perceptions of Quality by Structure

	Did Not Close a High School *Group 1*			*Whole Grade Sharing* *Group 2*			*Reorganized* *Group 3*				
SUBSCALE	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***F***	***Prob***
Student Involvement	6	3.52	0.20	15	3.52	0.26	4	3.40	0.18	0.40	0.67
Student/Teacher Relations	6	3.54	0.17	15	3.48	0.20	4	3.49	0.10	0.24	0.79
Student/Counselor Relations	6	3.49	0.58	15	2.94	0.57	4	3.57	0.41	3.35	0.05*
Student/Administration Relations	6	3.12	0.50	15	3.03	0.56	4	3.14	0.46	0.11	0.90
Curriculum/Instruction	6	3.38	0.16	15	3.29	0.22	4	3.35	0.10	0.52	0.60
School Image	6	3.41	0.33	15	3.24	0.44	4	3.11	0.47	0.67	0.52

Scale: 1 = least favorable, 5 = most favorable

*Significant differences were not evident using Scheffe Test, alpha = .05.

Table 25. Teacher Perceptions of Quality by Structure

	Did Not Close a High School *Group 1*			*Whole Grade Sharing* *Group 2*			*Reorganized* *Group 3*				
SUBSCALES	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***F***	***Prob***
Organization/Administration	6	3.69	0.24	15	3.50	0.27	4	3.76	0.06	2.37	0.12
Instruction	6	3.77	0.22	15	3.62	0.04	4	3.76	0.12	2.11	0.14
Student Support Climate	6	3.59	0.32	15	3.48	0.27	4	3.83	0.25	2.55	0.10
School/Community Relations	6	3.51	0.30	15	3.35	0.18	4	3.44	0.31	1.16	0.33
Job Satisfaction	6	3.78	0.24	15	3.62	0.20	4	3.78	0.22	1.81	0.19
Programs	6	4.74	0.24	15	3.92	0.26	4	4.43	0.15	25.52	0.00*
Student Activities	6	3.76	0.25	15	3.58	0.20	4	3.64	0.21	1.58	0.23

Scale: 1 = least favorable, 5 = most favorable

*Group 2 < Groups 1 and 3

quality, the teachers from districts that shared grades (3.92) gave significantly lower ratings than teachers from districts that had not closed a high school (4.73) and districts that had reorganized (4.43).

Although not significant, mean ratings for teachers from sharing districts tended to be lower than those of teachers from the other two groups. Teachers in sharing districts rated quality in the other areas as neutral to favorable. Teachers in districts that had reorganized perceived high quality with regard to organization/administration, instruction, student support climate, and job satisfaction, in addition to programs. Teachers from districts that had not closed a high school gave high quality ratings to the following subscales: organization/administration, instruction, job satisfaction, programs, and student activities.

Parent Responses

Significant differences were found between groups on two subscales: parent/school relations and student services (Table 26). In both cases, the mean ratings of parents in districts that were whole grade sharing were significantly lower than the mean ratings of parents in districts that had not closed a high school and in districts that had reorganized.

In general, mean ratings for parents from districts that had not closed a high school were higher than mean ratings for parents from the other two groups and reflected positive perceptions of quality. Parents in sharing districts tended to give lower ratings than the other two groups, reflecting uncertainty regarding the quality of the areas assessed by the subscales. Mean ratings of parents from districts that had reorganized indicate positive or neutral perceptions of quality.

Community Members Responses

Community members differed in their perceptions on the program awareness subscale (Table 27). The mean rating of community members from districts that shared grades (3.67)

Table 26. Parent Perceptions of Quality by Structure

	Did Not Close a High School *Group 1*			*Whole Grade Sharing* *Group 2*			*Reorganized* *Group 3*				
SUBSCALE	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***F***	***Prob***
Parent/School Relations	6	3.89	0.22	15	3.55	0.27	4	3.68	0.10	4.20	0.03*
Instructional Outcomes	6	3.65	0.24	15	3.40	0.24	4	3.49	0.21	2.55	0.10
School Problems	6	3.70	0.36	15	3.36	0.31	4	3.26	0.53	2.43	0.11
Program Factors	6	3.80	0.17	15	3.55	0.24	4	3.70	0.11	3.12	0.06
Student Activities	6	3.74	0.35	15	3.50	0.18	4	3.45	0.26	2.51	0.10
Support Services	6	3.80	0.16	15	3.53	0.23	4	3.74	0.07	4.38	0.03**
Psychosocial Climate	6	3.89	0.28	15	3.56	0.29	4	3.60	0.32	2.76	0.09

Scale: 1 = least favorable, 5 = most favorable

*Group 1 > Group 2

**Group 1 > Group 2

Table 27. Community Perceptions of Quality by Structure

	Did Not Close a High School *Group 1*			*Whole Grade Sharing* *Group 2*			*Reorganized* *Group 3*				
SUBSCALE	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***N***	***Mean***	***SD***	***F***	***Prob***
General Support Climate	4	3.47	0.10	11	3.45	0.23	4	3.43	0.28	0.04	0.96
Program Awareness	4	4.67	0.10	11	3.67	0.34	4	4.34	0.18	22.09	0.00*
Responsiveness to the Community	4	3.84	0.08	11	3.62	0.30	4	3.77	0.11	1.36	0.28
Equality of Opportunity	4	3.85	0.13	11	3.84	0.25	4	3.90	0.18	0.12	0.88
Resource Stewardship	4	3.63	0.05	11	3.42	0.36	4	3.59	0.22	0.93	0.42

Scale: 1 = least favorable, 5 = most favorable

*Group 2 < Groups 1 and 3

was significantly lower than the mean ratings of the other two groups. There was no significant difference between the means for community members from districts that had not closed a high school (4.67) and districts that had reorganized (4.34).

In general, mean ratings of community members from districts with sharing agreements tended to be lower than those of the other two groups and reflected somewhat positive perceptions about quality in most areas. In the equality of opportunity area, community members had even more positive perceptions. Mean ratings of community members from districts that had not closed a high school tended to be higher than the other two groups and reflected generally positive perceptions of quality in all areas except general support climate. Community members from districts that had reorganized recognized quality in the areas of program awareness, responsiveness to the community, and equality of opportunity. They appeared slightly less positive about quality in the other areas.

Perceived Effects of Reorganization or Whole Grade Sharing by Structure

The perceived effects of reorganization or whole grade sharing were examined for differences between districts that are sharing grades, districts that have reorganized, and districts that had not closed a high school for the four response groups (students, teachers, parents, and community members). Scheffe range tests generally identified specific significant differences between groups when results of the analysis of variance procedure proved significant.

Student Responses

Significant differences between student groups were evident for three items: student achievement, access to technology, and participation in extracurricular activities (Table 28). While range tests failed to determine the specific differences between groups for student achievement and access to technology items, the mean rating for students from districts that had

Table 28. Student Perceptions of the Effects of Reorganization or Whole Grade Sharing by Structure

ITEM	*Did Not Close High School* Group 1			*Whole Grade Sharing* Group 2			*Reorganized* Group 3			*F*	*Prob*	*Significant Differences Between Groups*
	N	*Mean*	*SD*	*N*	*Mean*	*SD*	*N*	*Mean*	*SD*			
Overall quality of your school	6	3.28	0.36	15	3.64	0.38	4	3.80	0.44	2.68	0.09	
Student achievement	6	3.23	0.28	15	3.53	0.26	4	3.62	0.27	3.38	0.05	
Choice of courses	6	3.74	0.29	15	3.68	0.29	4	3.71	0.29	0.07	0.94	
Accessibility of technology, such as computers	6	3.64	0.25	15	3.73	0.42	4	4.25	0.34	3.71	0.04	NSD*
Choice of extracurricular activities	6	3.32	0.14	15	3.43	0.23	4	3.60	0.24	2.10	0.15	
Student participation in extracurricular activities	6	3.08	0.28	15	3.54	0.20	4	3.41	0.37	7.59	0.00	1<2
Attitudes of students toward the school	6	2.80	0.33	15	3.14	0.42	4	3.10	0.47	1.51	0.24	
Attitudes of parents toward the school	6	2.92	0.23	15	3.20	0.27	4	3.33	0.36	3.18	0.06	
Attitudes of teachers toward the school	6	3.12	0.31	15	3.43	0.26	4	3.42	0.38	2.54	0.10	
Attitudes of district residents toward the school	6	3.08	0.23	15	3.26	0.27	4	3.30	0.29	1.17	0.33	
Community involvement in school activities	6	3.20	0.33	15	3.57	0.34	4	3.66	0.45	2.83	0.08	

Scale: 1= much worse, 5 = much better

*Significant differences were not evident using Scheffe Test, alpha = .05.

not closed a high school (3.08) was significantly lower than the rating for students from districts that shared grades (3.54) on the item related to participation in extracurricular activities. Students in districts that had not closed a high school thought that reorganization or whole grade sharing would not have an impact on participation in extracurricular activities. The perceptions of students from districts with sharing arrangements suggest that reorganization or whole grade sharing had a positive impact on participation in extracurricular activities.

In general, students from districts that had not closed a high school did not expect changes due to reorganization or whole grade sharing, although they expected a positive impact on choice of courses and access to technology. Students from sharing districts believed that whole grade sharing had improved their access to technology, but that it had generally not affected other areas. Students from districts that had reorganized indicated a perceived positive impact on the quality of the school, choice of courses, and access to technology, but did not perceive an impact on the other areas assessed on the survey.

Teacher Responses

Significant differences were found between teacher groups on 11 of the 13 items in this survey (Table 29). The mean ratings of teachers in districts that had not closed a high school were significantly lower than the mean ratings of teachers in districts that shared grades on each of these 11 items. They were also significantly lower than ratings of teachers from districts that had reorganized on all but one of these items (community involvement in school activities). There were no significant differences between ratings of teachers from districts with sharing agreements and teachers in districts that had reorganized.

Teachers from districts that had not closed a high school did not expect that reorganization or whole grade sharing would have an impact on their schools. Teachers in districts involved in sharing or reorganized districts perceived a positive impact on the overall

Table 29. Teacher Perceptions of the Effects of Reorganization or Whole Grade Sharing by Structure

ITEM	Did Not Clos High School Group 1 N	Mean	SD	Whole Grade Sharing Group 2 N	Mean	SD	Reorganized Group 3 N	Mean	SD	F	Prob	Significant Differences Between Groups
Overall quality of your school	6	3.03	0.39	15	3.82	0.30	4	3.80	0.11	14.91	0.00	1<2, 1<3
Student achievement	6	2.99	0.40	15	3.61	0.31	4	3.84	0.35	9.55	0.00	1<2, 1<3
Choice of courses	6	3.58	0.36	15	3.93	0.21	4	4.26	0.29	8.62	0.00	1<2, 1<3
Accessibility of technology, such as computers	6	3.22	0.41	15	3.66	0.29	4	3.99	0.20	7.95	0.00	1<2, 1<3
Choice of extracurricular activities	6	3.06	0.31	15	3.71	0.25	4	3.75	0.21	14.17	0.00	1<2, 1<3
Student participation in extracurricular activities	6	2.62	0.37	15	3.59	0.30	4	3.44	0.71	12.92	0.00	1<2, 1<3
Attitudes of students toward the school	6	2.60	0.30	15	3.34	0.39	4	3.32	0.39	9.16	0.00	1<2, 1<3
Attitudes of parents toward the school	6	2.54	0.39	15	3.29	0.32	4	3.43	0.56	9.94	0.00	1<2, 1<3
Attitudes of teachers toward the school	6	2.68	0.34	15	3.47	0.25	4	3.39	0.30	17.65	0.00	1<2, 1<3
Attitudes of district residents toward the school	6	2.63	0.48	15	3.37	0.31	4	3.45	0.21	10.87	0.00	1<2, 1<3
Community involvement in school activities	6	2.78	0.50	15	3.40	0.32	4	3.32	0.34	6.12	0.00	1<2
Utilization of available money for educational programs	6	3.05	0.24	15	3.06	0.40	4	3.23	0.15	0.46	0.64	
Transportation services	6	2.46	0.37	15	2.81	0.31	4	2.79	0.31	2.68	0.09	

Scale: 1= much worse, 5 = much better

quality of the school, student achievement, choice of courses, access to technology, and choice of extracurricular activities, but little impact on the other aspects of the school.

Parent Responses

Table 30 indicates significant differences were found between groups on 8 of the 17 items on this survey: access to technology, participation in extracurricular activities, attitudes of students, attitudes of parents, attitudes of teachers, attitudes of residents, community involvement in school activities, and sense of community pride. Mean ratings of parents from districts that had not closed a high school were significantly lower than the mean ratings of parents from sharing districts on participation in extracurricular activities, attitudes of teachers, attitudes of residents, and sense of community pride. They were also significantly lower than the ratings of parents in reorganized districts for access to technology, attitudes of parents, attitudes of teachers, attitudes of residents, community involvement, and sense of community pride. There was a significant difference between the mean ratings of parents from districts with sharing agreements (3.57) and districts that had reorganized (4.40) on access to technology.

Parents from districts that had not closed a high school felt that reorganization or whole grade sharing would have a positive impact on choice of courses, but a slightly negative impact on transportation services. They did not expect changes related to the other aspects surveyed. Parents in sharing or reorganized districts perceived a positive impact on the choice of courses. Parents in districts that reorganized also reported a positive impact in the overall quality of the school and access to technology. These groups thought reorganization or whole grade sharing had little impact on other aspects of the school. For the most part, parents from districts that had not closed a high school felt there would be little change, while parents in districts that had closed a high school through reorganization or sharing had more positive reactions.

Table 30. Parent Perceptions of the Effects of Reorganization or Whole Grade Sharing by Structure

ITEM	*Did Not Close High School* Group 1			*Whole Grade Sharing* Group 2			*Reorganized* Group 3			F	Prob	*Significant Differences Between Groups*
	N	Mean	SD	N	Mean	SD	N	Mean	SD			
Overall quality of your school	6	3.16	0.68	15	3.51	0.38	4	3.90	0.35	3.17	0.06	
Student achievement	6	3.07	0.52	15	3.41	0.22	4	3.48	0.35	2.74	0.09	
Choice of courses	6	3.83	0.23	15	3.75	0.31	4	4.10	0.44	1.98	0.16	
Accessibility of technology, such as computers	6	3.18	0.41	15	3.57	0.30	4	4.40	0.54	13.24	0.00	1<3, 2<3
Choice of extracurricular activities	6	3.34	0.40	15	3.51	0.25	4	3.58	0.43	0.79	0.47	
Student participation in extracurricular activities	6	2.63	0.81	15	3.24	0.32	4	3.35	0.25	4.18	0.03	1<2
Attitudes of students toward the school	6	2.69	0.65	15	3.25	0.34	4	3.23	0.54	3.42	0.05	NSD*
Attitudes of parents toward the school	6	2.71	0.38	15	3.00	0.34	4	3.34	0.11	4.36	0.03	1<3
Attitudes of teachers toward the school	6	2.77	0.49	15	3.23	0.27	4	3.56	0.30	7.02	0.00	1<2, 1<3
Attitudes of district residents toward the school	6	2.62	0.62	15	3.11	0.29	4	3.32	0.15	4.90	0.02	1<2, 1<3
Community involvement in school activities	6	2.82	0.59	15	3.21	0.29	4	3.50	0.31	4.09	0.03	1<3
Sense of community pride	6	2.65	0.65	15	3.21	0.33	4	3.57	0.22	6.49	0.01	1<2, 1<3
Relationship between communities involved	6	3.10	0.69	15	3.54	0.38	4	3.48	0.66	1.63	0.22	

Scale: 1= much worse, 5 = much better

*Significant differences were not evident using Scheffe Test, alpha = .05.

Table 30. (Continued)

ITEM	Did Not Close High School Group 1 N	Mean	SD	Whole Grade Sharing Group 2 N	Mean	SD	Reorganized Group 3 N	Mean	SD	F	Prob	Significant Differences Between Groups
Representation of community views on school board	6	2.75	0.53	15	3.15	0.35	4	2.96	0.69	1.66	0.21	
Utilization of available money for educational programs	6	3.43	0.44	15	3.24	0.22	4	3.61	0.22	3.02	0.07	
Transportation services (busing)	6	2.52	0.48	15	2.93	0.45	4	3.16	0.27	2.96	0.07	
Business activity in the community	6	2.84	0.62	15	3.11	0.18	4	3.26	0.26	2.02	0.16	

Community Responses

Community members shared similar perceptions about the anticipated or actual effects of reorganization or whole grade sharing (Table 31). The only area where significant differences occurred was access to technology. Although the ratings indicated positive perceptions of impact, community members in reorganized districts (4.29) gave ratings that were significantly higher than did community members in sharing districts (3.84).

Community members in districts that had not closed a high school perceived that reorganization or whole grade sharing would improve choice of courses, access to technology, choice of extracurricular activities, and the use of money. The overall quality of the school, choice of courses, access to technology, choice of extracurricular activities, and community relations were perceived as improved in districts with sharing arrangements and reorganized districts. Community members in districts that had reorganized also perceived a positive impact on student achievement. Mean ratings do not indicate that reorganization or whole grade sharing was expected, or perceived, by community members to have a negative impact on any area addressed on this survey.

Overall, mean ratings for community members in districts that had not closed a high school tended to be somewhat lower than the mean ratings of the other two groups. Mean ratings of community members in districts that had reorganized tended to be higher than the other two groups.

Summary

There was little statistical evidence to support a conclusion that participating in whole grade sharing or reorganization had an impact on perceptions of quality. A consistent trend among teachers, parents, and community members showed that these respondents in districts that have sharing agreements gave neutral ratings of the quality of their schools. Responses from individuals in districts that had neither participated in whole grade sharing or

Table 31. Community Perceptions of the Effects of Reorganization or Whole Grade Sharing by Structure

ITEM	Did Not Close High School Group 1			Whole Grade Sharing Group 2			Reorganized Group 3			F	Prob	Significant Differences Between Groups
	N	Mean	SD	N	Mean	SD	N	Mean	SD			
Overall quality of your school	4	3.46	0.59	11	3.60	0.33	4	4.04	0.24	2.65	0.10	
Student achievement	4	3.50	0.54	11	3.52	0.36	4	3.71	0.24	0.41	0.67	
Choice of courses	4	3.87	0.23	11	3.97	0.25	4	3.93	0.38	0.19	0.83	
Accessibility of technology, such as computers	4	3.76	0.44	11	3.84	0.22	4	4.29	0.30	4.36	0.03	2<3
Choice of extracurricular activities	4	3.69	0.40	11	3.73	0.43	4	3.88	0.43	0.24	0.79	
Student participation in extracurricular activities	4	3.40	0.71	11	3.36	0.30	4	3.35	0.05	0.02	0.98	
Attitudes of students toward the school	4	3.22	0.63	11	3.44	0.35	4	3.37	0.25	0.42	0.66	
Attitudes of parents toward the school	4	3.13	0.73	11	3.20	0.22	4	3.36	0.17	0.43	0.66	
Attitudes of teachers toward the school	4	3.30	0.88	11	3.34	0.38	4	3.45	0.40	0.10	0.91	
Attitudes of district residents toward the school	4	3.27	0.54	11	3.28	0.33	4	3.47	0.33	0.39	0.68	
Community involvement in school activities	4	3.24	0.57	11	3.27	0.30	4	3.56	0.22	1.09	0.36	
Sense of community pride	4	3.28	0.63	11	3.30	0.30	4	3.60	0.45	0.89	0.43	
Relationship between communities involved	4	3.59	0.37	11	3.71	0.45	4	3.80	0.37	0.24	0.79	

Scale: 1= much worse, 5 = much better

Table 31. (Continued)

ITEM	Did Not Close High School Group 1 N	Mean	SD	Whole Grade Sharing Group 2 N	Mean	SD	Reorganized Group 3 N	Mean	SD	F	Prob	Significant Differences Between Groups
Representation of community views on school board	4	3.28	0.65	11	3.13	0.53	4	3.46	0.55	0.54	0.59	
Utilization of available money for educational programs	4	3.72	0.35	11	3.42	0.38	4	3.60	0.17	1.26	0.31	
Transportation services (busing)	4	3.21	0.84	11	3.07	0.31	4	3.19	0.30	0.20	0.82	
Business activity in the community	4	3.58	0.46	11	3.24	0.29	4	3.49	0.46	1.55	0.24	

reorganization maintained the most positive perceptions regarding the quality of their schools. Responses from individuals in districts that had reorganized fell somewhere in between. Students, in general, held neutral views about the quality of their schools.

The results of comparisons between groups regarding the perceptions of the effect of reorganization or whole grade sharing were more supportive. The most notable differences occurred among teacher and parent responses. Respondents from districts that had not closed a high school believed that reorganization or whole grade sharing would have little impact on their schools. The perceptions of parents in sharing or reorganized districts tended to be positive on those items that addressed educational opportunities. Individuals from districts that had reorganized tended to report more positive effects than did those from districts with sharing agreements.

Participation in whole grade sharing or reorganization had less of an impact on perceptions of students and community members. Students anticipated or perceived a positive impact of reorganization or whole grade sharing on access to technology. The perceptions of students in districts that had reorganized tended to be more positive than perceptions of students in sharing districts. Community members in districts that had not closed a high school thought reorganization or whole grade sharing would improve educational opportunities and community relations. Responses of community members in sharing and reorganized districts indicated that these expectations had been fulfilled.

CONCLUSIONS

Research Questions

Differences Between Response Groups

The results suggest that the four response groups have unique perspectives regarding the quality of schools. While this is due in part to differences between the issues surveyed on the inventories, the profiles do present interesting contrasts. For example, students had favorable

perceptions of opportunities to participate in extracurricular activities and with the quality of those activities. They were also pleased with the amount of teacher support available outside of class and with the level of community support and school spirit. They were not satisfied with the level of personal encouragement teachers extended or with the level of motivation students had to do their best work. They were also concerned about the presence of drug and alcohol problems and the occurrence of cheating in their schools. The greatest indecision among students occurred in areas pertaining to curriculum. Students were particularly uncertain about how their coursework is relevant to their everyday lives, the relationship between homework and school subjects, and whether school programs were preparing students for current complex economic and social problems.

Teachers had positive perceptions about their work environment, their colleagues and the administration of their schools. In particular, they believed that they had sufficient autonomy to teach what and how they like, to address controversial issues, and that the educational program offered was of high quality. They thought that teachers were competent to meet the needs of students, and they were satisfied with the way students were treated by teachers and administrators. They were also satisfied with the accessibility, support and fairness of the administration. The limited amount of preparation time, the perceived status of teachers in the community, class sizes, the distribution of faculty workloads, and limited teacher involvement in the development of school policy detracted from total job satisfaction among teachers. Areas in which teacher perceptions were less certain included the relevance of coursework to students' daily life; the level of emphasis placed on critical thinking skills, study skills, and individualization; the quality of programs in sex education, career education, drug education, and vocational education; and whether teachers handled discipline problems consistently.

Positive and negative perceptions of parents were evident in those areas most visible to parents, namely facilities, academic program and student activities. Parents believed that building facilities were adequate to support the instructional programs and were well

maintained. They also thought that teachers were competent and that teachers and administrators were accessible. Although they were satisfied with programs in mathematics and science, parents expressed less satisfaction with students' ability to see the relevance of their studies to everyday life, the extent to which school was helping students understand moral and ethical responsibilities and understand world problems, and the extent to which students were learning all that they could from their school experience. It was clear that parents thought school activities were important to a complete education and most were satisfied that the activities programs meet the needs of students. It was also evident that parents were concerned about students' use of drugs and alcohol and student discipline.

The perceptions of parents were less clear in areas in which parents were less directly involved. For example, parents were not certain that their concerns were reflected in school decisions, such as school expenditure priorities. They were also less certain of the quality of program factors such as the emphasis on courses grades, the variety of instructional topics, the amount of educational change, or the quality of support services. They were also unsure about the quality of student activities, such as the emphasis placed on social development of students, the role of and emphasis on student athletics, and whether expenses associated with school activities prohibited participation.

Issues addressed on the community survey were generally broader than those of the other surveys. In general, community members displayed considerable support for schools. They understood the mission of the school and recognized the importance of sports and curricular programs to the community. They also thought that teachers were competent and respected in the community and were satisfied that teachers, administrators, and board members were accessible. They thought schools were conveniently located in the community to provide students with equal access to education, that the facilities were adequate and well maintained, and were available for community functions. They also expressed interest in schools beyond financial issues. This interest was supported by the concerns expressed by community members.

Although there was some concern that program funding was not equal across schools and that instruction was not given the appropriate budget priority, there was also concern about the use of drugs and alcohol by students, the limited attention given to ethical behavior in the academic program, and the limited attention given to community views in decision making. The results suggest that community members had either little understanding or few opinions regarding specific elements of the school program.

Although there were similarities among response groups, intergroup comparisons provided stronger evidence of the differences. The most consistent finding was with regard to student discipline. Students, parents, and community members were concerned about the use of drugs and alcohol among students. Although teachers were not asked this item specifically, they were not certain that adequate attention was given to drug education within the academic program. There was also agreement between groups regarding student motivation. The average ratings of all groups indicated that respondents were not certain that students are motivated to do their best work.

The profiles and the intergroup comparisons highlight differences in the perceptions related to faculty and staff. The general feeling of teachers, parents, and community members was that teachers were competent and staffs in general were meeting the needs of students. Students, however, expressed dissatisfaction with the assistance they received from counselors/advisors and teachers, as well as with the extent to which administrators included students in decisions that directly affected students. Teachers were concerned that they did not have the respect and esteem of the community. This concern was clearly not supported by the responses of parents and the community.

There were also discrepancies between response groups regarding academic and activity programs. All response groups questioned whether students were learning all that they could in school, and teachers, parents, and students questioned the relevance of coursework to everyday life. However, teachers consistently maintained more positive perceptions than students did

regarding the quality of the academic program. In addition, student activities were clearly important to students, parents, and community members. However, it was a lower priority for teachers.

Impact of Duration, Size, and Structure on Perceptions of Quality and Effects

Results of the analyses indicated that duration, size, and structure had little impact on the perceptions of quality and the perceptions of the effects of closing a high school. Where differences occurred, the pattern of responses distinguished respondents in districts that closed a high school from those that had not. In most cases, respondents in districts that had not closed a high school had more positive perceptions of quality than respondents in districts that had closed a high school. In addition, respondents from districts that had not closed a high school believed doing so would have little or no effect on the quality of their school program. However, in every case, respondents in districts that closed a high school thought it had a positive impact on their educational program, particularly in areas that represented increased educational opportunities, such as choice of courses, choice of extracurricular activities, and access to technology.

Relationship of Results to Previous Research

The results of this study lend mixed support to the findings of previous research. As with other studies, the results indicate that closing a school was perceived to have a positive impact on the academic program. Reorganization/whole grade sharing was perceived to have a positive effect on the quality of schools, in general, and improve course offerings and access to technology, in particular.

The findings are somwhat inconsistent with literature regarding the impact of closing a school on participation in extracurricular activities and drug, alcohol, and discipline problems. Literature indicates that one of the greatest concerns about closing a high school is the reduction of student participation in extracurricular activities. The results of this study confirm that

extracurricular activities are important, particularly to students, parents, and community members. They also indicate that the fears about the negative impact were not realized. Students and parents in districts that closed a high school thought that all students who wanted to participate in extracurricular activities were doing so and were satisfied with the variety of activities offered in their schools. Students and community members thought that reorganization and/or whole grade sharing actually had a positive impact on participation in extracurricular activities.

Concerns about the use of drugs and alcohol, cheating, and discipline problems were expressed by students, parents, and community members. However, there were no significant differences in the perceptions between response groups from districts that had closed a high school and districts that had not.

This study assessed two other issues that were perceived to be negatively impacted by closing a school: parent/community relations/involvement and transportation. While teachers in districts that had closed a high school expressed concern about the effects on parent/community support, the results of community members from these districts expressed considerable support and suggested that the relations with the community improved with the school closing. Their major frustration was the perceived limitations on the extent to which they were invited to get involved. The perceptions of parents, on the other hand, suggest that they perceived closing a school had a negative impact on parent/school relations.

The literature indicated that closing a school was perceived to have a negative impact on transportation services. This perception was evident but only among teachers in districts that had closed a school 1-3 years ago. It did not appear to be a concern among other respondents or when the size of the partner districts or type of relationship between partner districts was examined.

Implications for Further Research

Although the survey approach offers some advantages to studying the impact of school closing, it has its limitations. For example, the survey approach was more successful with the populations to which we had direct access (i.e., students and teachers). More systematic measures must be employed to obtained return rates sufficient to interpret the results of parent and community members with confidence.

The literature indicated that differences in perceptions can exist between respondents in the districts that closed a high school and sent their students to another high school and those in the districts that received students. Unfortunately, the methodology used in this study to examine those differences was not successful in determining the sender or receiver community. For example, senior students were selected with the belief that some would have experienced a school closing and hence have greater sensitivity to its impact than would their schoolmates. However, their overall results indicated neither favorable nor unfavorable attitudes about the quality of their schools. In this case, examining the sender/receiver relationship may have provided the kind of information needed to make more discriminating conclusions about student perceptions. Subsequent studies should incorporate a methodology for examining this important relationship.

The perceptions of the parents in this study indicate that their input into the reorganization process is crucial. However, their results were somewhat conflicting in that parents in districts that closed a high school held less positive perceptions of quality, but perceived they were better off for having done so. Incorporating data that would describe quality prior to the school closing could help explain this contrast and provide further insight into understanding how parents view the process of reorganization.

Finally, the results suggest some noteworthy trends (e.g., over time, between perceptions of respondents from districts that reorganized with proportionate and disproportionately sized districts, and trends between perceptions of respondents from districts that share grades and

reorganize). Because perceptions were often less positive for the respondents in the group with a recent high school closing and were higher for the respondents in the group with a long term closing, they also suggest that there may be a period of adjustment in the first years following a school closing. These conclusions would be strengthened with a pretest-posttest or longitudinal design so that changes in perceptions or over time can be examined. Since current trends in reorganization show no signs of slowing down, opportunities for the application of such a design may be available.

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APPENDIX A
PARTICIPATING IOWA SCHOOL DISTRICTS

PARTICIPATING IOWA SCHOOL DISTRICTS

AEA	Sender District	County	Pop/Enroll	Cost	Receiver Dist	County	Pop/Enroll	Cost	High School	Yr Share/Merge	Type
DISTRICTS THAT CLOSED A HIGH SCHOOL – 1-3 YEARS											
7	Aplington	Butler	1703/408	$4021	Parkersburg	Butler	2716/543	$4482	Parkersburg	92-93/ no	2-way
7	Willow (Quimby, Washta)	Cherokee	1373/267	$4926	Eastwood (Correctionville, Cushing)	Woodbury	1980/386	$4706	Correctionville	9-923/no	2-way
7	Plainfield	Bremer	1383/295	$4222	Nashua	Chickasaw	2819/560	$4579	Nashua	92-93/ no	2-way
12	Battle Creek	Ida	1302/290	$4615	Ida Grove	Ida	3279/663	$4259	Ida Grove	92-93/ no	2-way*
1	Mar-Mac (MacGregor, Marquette)	Clayton	1852/289	$5018	M-F-L (Monona, Farmersville, Luana)	Clayton	3637/759	$3980	Monona	92-93/ no	2-way*
3	Mallard	Palo Alto	846/216	$4621	West Bend (West Bend, Rodman)	Palo Alto	2056/294	$5080	West Bend	91-92/ no	2-way
13	Shelby (Shelby, Tenant)	Shelby	1464/226	$5410	Hancock-Avoca	Pottawat-tamie	2586/478	$4353	Avoca	91-92/ no	2-way
10	Oxford Junction	Jones	943/209	$5556	Olin	Jones	1344/300	$5127	Olin	90-91/ no	2-way
10	Amana (Middle, Amana)	Iowa	1297/192	$6557	Clear Creek (Tiffin, Oxford, Cosgrove)	Johnson	4183/740	$4228	Tiffin	90-91/ no	2-way*
DISTRICTS THAT CLOSED A HIGH SCHOOL – 4-10 YEARS											
14	New Market	Taylor	1207/213	$4738	Clarinda	Page	6092/1087	$4110	Clarinda	89-90/ no	1-way*
12	Dow City-Arion	Crawford	1435/296	$4849	Dunlap	Harrison	1806/379	$5034	Dunlap	89-90/ no	2-way
7	Gladbrook	Tama	1741/302	$4612	Reinbeck	Grundy	2489/405	$5039	Reinbeck	88-89 / no	2-way
7	Radcliffe	Hardin	1453/299	$5114	Hubbard	Hardin	1395/266	$4800	Hubbard	88-89/ no	2-way

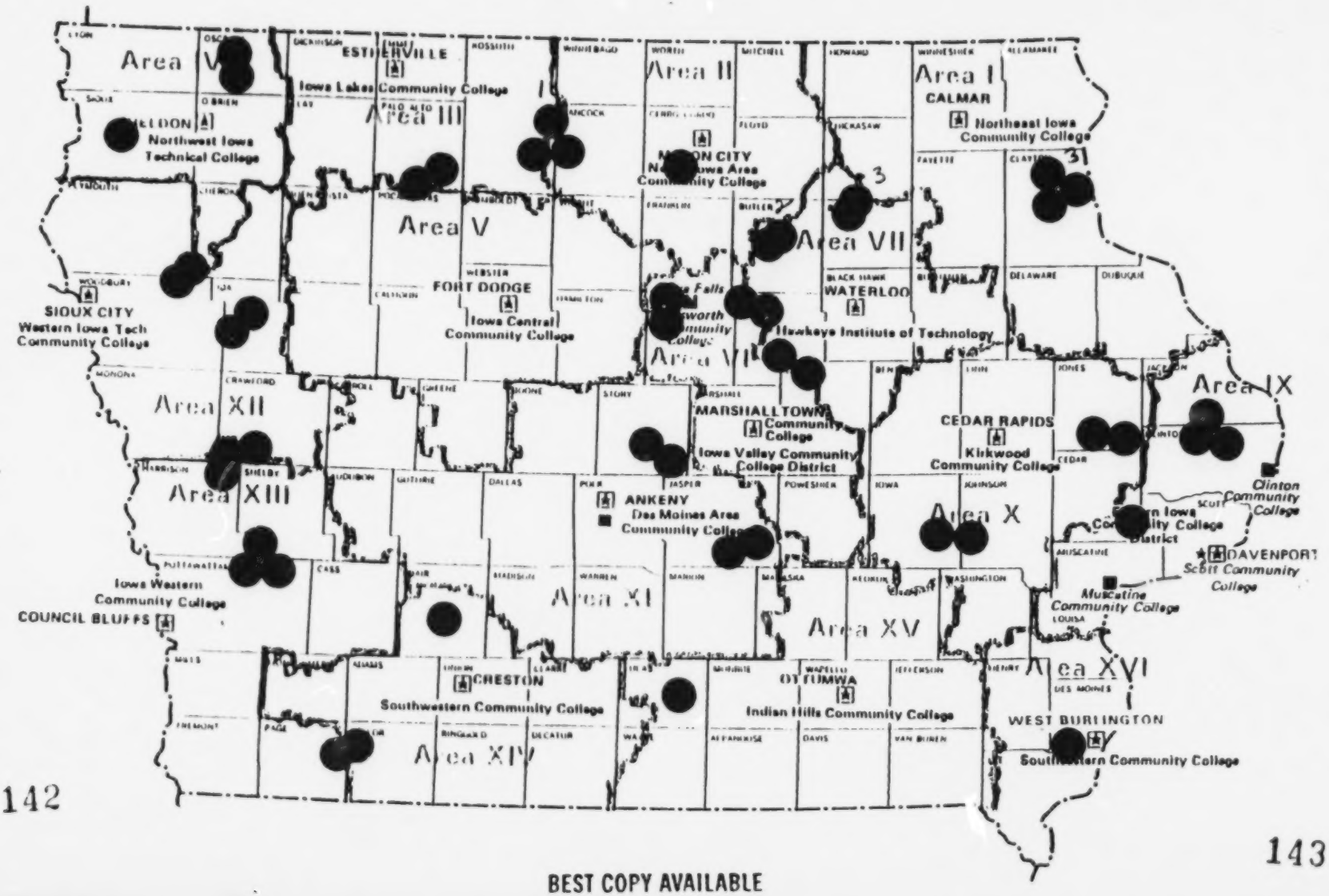
AEA	Sender District	County	Pop/Enroll	Cost	Receiver Dist	County	Pop/Enroll	Cost	High School	Yr Share/Merge	Type
DISTRICTS THAT CLOSED A HIGH SCHOOL -- 4-10 YEARS (Continued)											
11	Prairie City	Jasper	1278 [a]	$5491	Monroe	Jasper	1875 [a]	$5491	Monroe	88-89/ 91-92	2-way
9	Delwood (Delmar, Elwood)	Clinton	1384/274	$4506	Maquoketa (Maquoketa, Baldwin)	Jackson	9806/1614	$4538	Maquoketa	87-88/ no	1-way*
6	Steamboat Rock	Hardin	657/123	$5602	Wellsburg	Grundy	164/242	$5027	Wellsburg	86-87/ 92-93	2-way
4	Ocheyedan	Osceola	599 [a]	$4266	Sibley	Osceola	3051 [a]	$4266	Sibley	no / 85-86	NA
11	Collins	Story	451 [a]	$3912	Maxwell	Story	783 [a]	$3912	Maxwell	no / 83-84	NA
2/3	LuVerne	Kossuth	806/133	$5935	Corwith-Wesley	Hancock	1453/186	$6439	Corwith	80-81/ no	2-way
DISTRICTS THAT DID NOT CLOSE A HIGH SCHOOL											
14	Greenfield	Adair	3034/548	$4047							
16	West Burlington	Des Moines	3939/484	$4294							
4	Sioux Center	Sioux	5882/851	$4290							
9	Bennett	Cedar	1359/313	$4799							
2	Ventura	Cerro Gordo	1484/302	$4933							
15	Russell	Lucas	1182/228	$4583							

Cost refers to per pupil cost.

* Districts of disproportionate size (one district at least two times the size of the other)

[a] Individual school district enrollments not found in the Iowa Educational Directory: 1991-92 School Year.

Final list 11/92



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APPENDIX B
INSTRUMENTS

STUDENT OPINION INVENTORY

PART A

The purpose of this survey is to assist in learning more about your school's instructional program. Your opinions and attitudes are of vital importance to this assessment.

This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Do not sign your name or identify yourself in any way.

Remember that your opinions and attitudes will assist school personnel in making better decisions regarding improvement in your school.

Directions

The following statements describe a wide variety of conditions related to the operation of your school. We want to know to what extent you agree or disagree with each statement. Therefore, indicate your opinion by marking each statement as follows:

Circle the SA if you STRONGLY AGREE with the statement
A if you AGREE but not strongly
U if you are UNDECIDED
D if you DISAGREE
SD if you STRONGLY DISAGREE

(NOTE: If you have been given an answer sheet, make these marks as described on the answer sheet; if not, you may mark the letters to the right of each statement.)

Example: I enjoy my classmates. SA (A) U D SD

In this case the student AGREES with the statement, but not strongly, so A was marked.

Turn to the next page and begin.

The Student Opinion Inventory, Part A, is packaged separately and may be purchased in quantity from the National Study of School Evaluation.

NATIONAL STUDY OF SCHOOL EVALUATION

5201 Leesburg Pike, Falls Church, Virginia 22041

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STUDENT OPINION INVENTORY

PART A

Circle the SA if you STRONGLY AGREE with the statement
A if you AGREE but not strongly
U if you are UNDECIDED
D if you DISAGREE
SD if you STRONGLY DISAGREE

1. I am in all the student activities (clubs, plays, sports, music, etc.) that I want to be in. SA A U D SD
2. In the student activities in which I participate (clubs, plays, sports, music, etc.) students are involved in planning all the activities. SA A U D SD
3. I would feel welcome in almost all school activities. SA A U D SD
4. The adult sponsors in the activities that I am in seem sincerely interested in the activities. SA A U D SD
5. The variety of activities is great enough so that everyone can find an activity that matches his her interest. SA A U D SD
6. I am satisfied with the quality of student activities. SA A U D SD
7. Teachers are concerned that students learn the subject(s) they teach. SA A U D SD
8. Teachers usually provide all the help I need with assignments. SA A U D SD
9. Teachers do not explain clearly how assignments are to be done. SA A U D SD
10. Most teachers are willing to give students individual help outside of class time. SA A U D SD
11. Few teachers give me enough personal encouragement in my schoolwork. SA A U D SD
12. School counselors and/or advisors give all the help students need in program planning. SA A U D SD
13. In general, I am satisfied with the time I am given by our counselors. SA A U D SD
14. School counselors and/or advisors give students all the help they need in the selection of a vocation. SA A U D SD
15. My counselor is accessible if I need help in solving personal problems. SA A U D SD
16. If I had a problem or suggestion for the principal, I could usually see him/her that same day. SA A U D SD
17. In general, the people in the principal's office seem to care about students as individuals. SA A U D SD
18. I am satisfied with the way the administration includes students in making decisions about matters which directly affect the students (dress code, assemblies, etc.). SA A U D SD
19. I am satisfied with the personal encouragement our principal gives students concerning our schoolwork. SA A U D SD
20. In virtually all coursework students see a relationship between what they are studying and their everyday lives. SA A U D SD
21. In most of my classwork I am satisfied with the methods used to teach the courses. SA A U D SD
22. Regardless of what my grades may be, I feel that in most of my school subjects I am learning a lot this year. SA A U D SD
23. Students' homework is not very beneficial to mastery of school subjects. SA A U D SD
24. All things considered, students are learning about all they can from their school experiences. SA A U D SD
25. Students feel that they "fit in" at our school. SA A U D SD
26. In general, our community is proud of our school. SA A U D SD
27. "School spirit" is very good. SA A U D SD

Circle the SA if you STRONGLY AGREE with the statement
A if you AGREE but not strongly
U if you are UNDECIDED
D if you DISAGREE
SD if you STRONGLY DISAGREE

28. For the most part, I am satisfied with our school. SA A U D SD
29. In general, I am satisfied with the variety of subjects offered. SA A U D SD
30. In general, our teachers are competent. SA A U D SD
31. Building facilities (work space, furnishings, etc.) are adequate to support the instructional program. SA A U D SD
32. The media center (library of books, audiovisual tapes, etc.) plays a central role in learning. SA A U D SD
33. Our school program is preparing students well for the complex economic and social problems of today. SA A U D SD
34. There is no drug and/or alcohol problem in our school. SA A U D SD
35. Cheating is a serious problem in our school. SA A U D SD
36. I am satisfied with the amount of parent interest in school functions. SA A U D SD
37. Our students are seldom motivated to do their best work. SA A U D SD
38. The total educational program offered to students is of high quality. SA A U D SD

Student Opinion Survey
Part B

We would like your opinions about the effects of whole grade sharing or reorganization on Iowa schools.

If your school has been involved in reorganization with another district or is whole grade sharing with another school, please rate the following factors in terms of **how you think these changes have affected your school or community**.

If your school has not been involved in reorganization or whole grade sharing, please indicate **how you think your school or community would be affected**.

Mark your responses on the answer sheet, using the following scale:

A=Much Better **B=Slightly Better** **C=No Change** **D=Slightly Worse** **E=Much Worse**

39.	Overall quality of your school	A	B	C	D	E
40.	Student achievement	A	B	C	D	E
41.	Choice of courses	A	B	C	D	E
42.	Accessibility to technology, such as computers	A	B	C	D	E
43.	Choice of extracurricular activities	A	B	C	D	E
44.	Student participation in extracurricular activities	A	B	C	D	E
45.	Attitude of students about the school	A	B	C	D	E
46.	Attitude of parents about the school	A	B	C	D	E
47.	Attitude of teachers about the school	A	B	C	D	E
48.	Attitude of district residents about the school	A	B	C	D	E
49.	Community involvement in school activities	A	B	C	D	E

Use the scales listed after each question to answer the following.

50. How many miles do you live from the high school?
A=0-3 miles **B**=4-10 miles **C**=11-20 miles **D**=21-30 miles **E**=more than 30 miles

51. Where do you consider yourself to live?
A=within the city limits **B**=rural

52. Have you changed high schools because of reorganization or whole grade sharing?
A=Yes **B**=No

If you would like to write any comments concerning the effect that reorganization or whole grade sharing has had on you, or how you think it would affect you, please do so on the back side of this survey and return this sheet with your answer form.

TEACHER OPINION INVENTORY

PART A

The purpose of this survey is to assist in learning more about our school's instructional program. Your opinions and attitudes are of vital importance to this assessment.

This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Do not sign your name or identify yourself in any way.

Remember that your opinions and attitudes will assist school personnel in making better decisions regarding improvement in our school.

Directions

The following statements describe a wide variety of conditions related to the operation of our schools. We want to know to what extent you agree or disagree with each statement. Therefore, indicate your opinion by marking each statement as follows:

Circle the SA if you STRONGLY AGREE with the statement
A if you AGREE but not strongly
U if you are UNDECIDED
D if you DISAGREE
SD if you STRONGLY DISAGREE

(NOTE: If you have been given an answer sheet, make these marks as described on the answer sheet; if not, you may mark the letters to the right of the statement.)

Example: I am always prepared for class. SA (A) U D SD

In this case the teacher AGREES with the statement, but not strongly, so A was circled.

Turn to the next page and begin.

The Teacher Opinion Inventory, Part A, is packaged separately and may be purchased in quantity from the National Study of School Evaluation.

NATIONAL STUDY OF SCHOOL EVALUATION

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TEACHER OPINION INVENTORY

PART A

Circle the SA if you STRONGLY AGREE with the statement
A if you AGREE but not strongly
U if you are UNDECIDED
D if you DISAGREE
SD if you STRONGLY DISAGREE

1. When you need to talk to an administrator, you can do so with relative ease. SA A U D SD
2. The faculty work load is equitably divided. SA A U D SD
3. Teachers are regularly involved in the selection of topics for in-service programs. SA A U D SD
4. The in-service education programs in which you participate are helpful. (If no in-service programs, leave blank). SA A U D SD
5. Building facilities (work space, furnishings, etc.) are adequate to support the instructional program. SA A U D SD
6. Teachers are regularly involved in development of school policy. SA A U D SD
7. The principal is fair and open in dealing with teachers. SA A U D SD
8. Class visitations by our principal supervisor contribute to improved quality of instruction. SA A U D SD
9. All things considered, students are learning about all they can from their school experiences. SA A U D SD
10. In virtually all coursework students see a purpose between what they are studying and their everyday lives. SA A U D SD
11. In general, our teachers are competent. SA A U D SD
12. Students do enough individual work (both in and out of class) to learn what is taught. SA A U D SD
13. Teachers give students all the help they need with their schoolwork. SA A U D SD
14. Teachers give students enough personal encouragement in their schoolwork. SA A U D SD
15. Teachers are allowed freedom in the selection of teaching materials. SA A U D SD
16. Teachers are regularly involved in curriculum development. SA A U D SD
17. Teachers are allowed freedom in the selection of teaching methods. SA A U D SD
18. Teachers are allowed freedom to present different points of view on controversial issues. SA A U D SD
19. Our students are seldom motivated to do their best work. SA A U D SD
20. Teachers are provided adequate time each day to prepare for teaching. SA A U D SD
21. Teaching supplies and equipment (paper, laboratory supplies, books, audiovisual equipment, etc.) are available in adequate amounts to support good teaching. SA A U D SD
22. The media center (library of books, audiovisual tapes, etc.) plays a central role in learning. SA A U D SD
23. The sizes of our classes limit our instructional effectiveness. SA A U D SD
24. The variety of student activities offered is excellent. SA A U D SD
25. The expenses involved in some school activities (costumes, instruments, insurance, etc.) are keeping some students from participation. SA A U D SD
26. About all the students who wish to be included in school activities are included. SA A U D SD
27. Many students avoid student activities because of transportation difficulties. SA A U D SD

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Circle the SA if you STRONGLY AGREE with the statement
A if you AGREE but not strongly
U if you are UNDECIDED
D if you DISAGREE
SD if you STRONGLY DISAGREE

28. I am very satisfied with the consistency by which discipline problems are handled by other teachers. SA A U D SD

29. I am very satisfied with the extent to which the administration includes students in making decisions about matters which directly affect discipline (dress codes, school rules, assemblies, etc.). SA A U D SD

30. If I have a discipline problem the adminstration gives me the support I need. SA A U D SD

31. I am satisfied with the way students are served by counselors. SA A U D SD

32. I am satisfied with the way students are treated by administrators. SA A U D SD

33. I am satisfied with the way students are treated by teachers. SA A U D SD

34. Teachers, counselors, administrators give all the help students need in solving personal problems. SA A U D SD

35. School counselors and or advisors give all the help students need in program planning. SA A U D SD

36. School counselors and or advisors give students all the help they need in the selection of a vocation. SA A U D SD

37. I welcome parent-initiated contact. SA A U D SD

38. Teachers typically contact most of their students' parents. SA A U D SD

39. Parents have very little knowledge about the school and its program. SA A U D SD

40. The status of teachers in our community is high. SA A U D SD

41. For the most part, I am satisfied with our school. SA A U D SD

42. The school's priorities for expenditures of funds are very appropriate. SA A U D SD

43. All things considered, I am satisfied with being a teacher. SA A U D SD

44. The total educational program offered to students is of high quality. SA A U D SD

Are you satisfied or dissatisfied with the emphasis that is being placed on each of the following areas in our school?

For each item mark as follows:

A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

45. visual arts A B C D E
46. business education A B C D E
47. dramatics A B C D E
48. English language arts A B C D E
49. foreign languages A B C D E
50. health and fitness A B C D E
51. home economics A B C D E
52. industrial arts A B C D E
53. vocational education A B C D E
54. mathematics A B C D E
55. music A B C D E
56. science A B C D E
57. computers A B C D E
58. career education A B C D E
59. drug education A B C D E
60. sex education A B C D E
61. study skills A B C D E
62. individualization A B C D E
63. athletics program A B C D E
64. critical/creative thinking skills A B C D E
65. student activities A B C D E
66. media center resources A B C D E

Teacher Opinion Survey
Part B

We would like your opinions about the effects of whole grade sharing or reorganization on Iowa schools.

If your school has been involved in reorganization with another district or is whole grade sharing with another school, please rate the following factors in terms of **how you think these changes have affected your school or community**.

If your school has not been involved in reorganization or whole grade sharing, please indicate how **you think your school or community would be affected.**

Mark your responses on the answer sheet, using the following scale:

A=Much Better **B=Slightly Better** **C=No Change** **D=Slightly Worse** **E=Much Worse**

67.	Overall quality of your school	A	B	C	D	E
68.	Student achievement	A	B	C	D	E
69.	Choice of courses	A	B	C	D	E
70.	Accessibility to technology, such as computers	A	B	C	D	E
71.	Choice of extracurricular activities	A	B	C	D	E
72.	Student participation in extracurricular activities	A	B	C	D	E
73.	Attitude of students about the school	A	B	C	D	E
74.	Attitude of parents about the school	A	B	C	D	E
75.	Attitude of teachers about the school	A	B	C	D	E
76.	Attitude of district residents about the school	A	B	C	D	E
77.	Community involvement in school activities	A	B	C	D	E
78.	Utilization of available money for educational programs	A	B	C	D	E
79.	Transportation services (busing)	A	B	C	D	E

Use the scales listed after each question to answer the following.

80. How long have you been teaching at this school?
A=less than 1 year **B**=1-3 years **C**=4-10 years **D**=11-20 years **E**=Over 20 years

81. Where do you consider yourself to live?
A=within the city limits **B**=rural

82. Yearly gross household income
A=under $10,000 **B**=$10,000-19,999 **C**=$20,000-34,999 **D**=$35,000-49,999 **E**=$50,000 or more

If you would like to write any comments concerning the effect that reorganization or whole grade sharing has had on you, or how you think it would affect you, please do so on the back side of this survey and return this sheet with your answer form.

PARENT OPINION INVENTORY

PART A

The purpose of this survey is to assist in learning more about our school's instructional program. Your opinions and attitudes are of vital importance to this assessment.

This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Do not sign your name or identify yourself in any way.

Remember that your opinions and attitudes will assist school personnel in making better decisions regarding improvement in the school.

Directions

The following statements describe a wide variety of conditions related to the operation of our schools. We want to know to what extent you agree or disagree with each statement. Therefore, indicate your opinion by marking each statement as follows:

Circle the SA if you STRONGLY AGREE with the statement
A if you AGREE but not strongly
U if you are UNDECIDED
D if you DISAGREE
SD if you STRONGLY DISAGREE

(NOTE: If you have been given an answer sheet, make these marks as described on the answer sheet; if not, you may mark the letters to the right of the statement.)

Example: Our community is proud of its schools. SA (A) U D SD

In this case the parent AGREES with the statement, but not strongly, so A was circled.

Turn to the next page and begin.

The Parent Opinion Inventory, Part A, is packaged separately and may be purchased in quantity from the National Study of School Evaluation.

NATIONAL STUDY OF SCHOOL EVALUATION

5201 Leesburg Pike, Falls Church, Virginia 22041

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PARENT OPINION INVENTORY

PART A

Circle the SA if you STRONGLY AGREE with the statement
A if you AGREE but not strongly
U if you are UNDECIDED
D if you DISAGREE
SD if you STRONGLY DISAGREE

1. Students show respect for each other. SA A U D SD
2. The students and teachers have a good working relationship with each other. SA A U D SD
3. Reports concerning our students' progress are adequate. SA A U D SD
4. Parents are informed of educational policies. SA A U D SD
5. The concerns of parents are reflected in decisions affecting our school. SA A U D SD
6. Our community is actively involved in all aspects of school operations. SA A U D SD
7. Our school is helping students to cope with a rapidly changing society. SA A U D SD
8. Our school is not helping students to understand world problems. SA A U D SD
9. Our school is doing a good job in teaching students the language arts (reading, writing, grammar, etc.). SA A U D SD
10. Our school is doing a good job in teaching students mathematics. SA A U D SD
11. Our school is doing a good job in teaching students the sciences. SA A U D SD
12. Our school is doing a good job of helping students understand their moral and ethical responsibilities. SA A U D SD
13. Our school's program helps students to understand and get along with other people. SA A U D SD
14. Health classes include adequate attention to both mental health and physical health. SA A U D SD
15. Our school is doing a good job in teaching social studies (history, geography, government, etc.). SA A U D SD
16. The curriculum adequately prepares students planning to continue their education to more advanced levels. SA A U D SD
17. Students have sufficient amounts of homework to promote achievement in their courses. SA A U D SD
18. Discipline is not a serious problem in our school. SA A U D SD
19. Students' use of alcohol and/or drugs in our school is not a serious problem. SA A U D SD
20. Vandalism is a serious problem at our school. SA A U D SD
21. Outsiders (e.g., unenrolled teens, peddlers, etc.) do not pose a threat to students in our school. SA A U D SD
22. Student absenteeism is not a problem at our school. SA A U D SD
23. In virtually all of their coursework students see a relationship between what they are studying and their everyday lives. SA A U D SD
24. The total educational program offered to students is of high quality. SA A U D SD
25. Our students are seldom motivated to do their best work. SA A U D SD
26. In general, our teachers are competent. SA A U D SD
27. For the most part, I am satisfied with our school. SA A U D SD
28. Marks on assignments and course grades receive the right amount of emphasis. SA A U D SD

Circle the SA if you STRONGLY AGREE with the statement
A if you AGREE but not strongly
U if you are UNDECIDED
D if you DISAGREE
SD if you STRONGLY DISAGREE

29. The total variety of instructional topics is adequate. SA A U D SD
30. The amount of educational change (introduction of new materials and methods of teaching) is about right. SA A U D SD
31. Appropriate emphasis is placed on the social development of students. SA A U D SD
32. The activities program (clubs, drama, etc.) is sufficient to meet the needs of students. SA A U D SD
33. Students' participation in school activities is an important aspect of their education at our school. SA A U D SD
34. The role of, and emphasis on, the athletics program is about right. SA A U D SD
35. The expenses involved in school activities (e.g., costumes, instruments, insurance, etc.) are keeping some students from participation. SA A U D SD
36. Services provided by our counseling and guidance program are adequate for my son's/daughter's needs. SA A U D SD
37. Health services at school are adequate. SA A U D SD
38. The media center (library of books, audiovisual tapes, etc.) plays a central role in learning. SA A U D SD
39. The basic to-and-from school transportation services meet the needs of students. SA A U D SD
40. The lunch program is appropriate for our students' needs. SA A U D SD
41. Our school is well maintained (clean, repaired, supplied, etc.). SA A U D SD
42. The morale of students is good. SA A U D SD
43. It is easy to get an appointment to see a teacher. SA A U D SD
44. It is easy to get an appointment with the administrators. SA A U D SD
45. Teachers are concerned about my son/daughter as an individual. SA A U D SD
46. School rules and regulations affecting students are reasonable. SA A U D SD
47. Building facilities (work space, furnishings, etc.) are adequate to support the instructional program. SA A U D SD
48. School personnel involve community services (e.g., welfare, mental health, law enforcement) to help meet students' needs. SA A U D SD
49. The school's programs adequately meet the needs of special students (learning disabled, gifted, etc.). SA A U D SD
50. The school's priorities for expenditures of funds are appropriate. SA A U D SD
51. All things considered, students are learning about all they can from their school experiences. SA A U D SD

Parent Opinion Survey
Part B

We would like your opinions about the effects of whole grade sharing or reorganization on Iowa schools.

If your school has been involved in reorganization with another district or is whole grade sharing with another school, please rate the following factors in terms of **how you think these changes have affected your school or community**.

If your school has not been involved in reorganization or whole grade sharing, please indicate how **you think your school or community would be affected.**

Please circle your responses, using the following scale:

A=Much Better **B=Slightly Better** **C=No Change** **D=Slightly Worse** **E=Much Worse**

52.	Overall quality of your school	A	B	C	D	E
53.	Student achievement	A	B	C	D	E
54.	Choice of courses	A	B	C	D	E
55.	Accessibility to technology, such as computers	A	B	C	D	E
56.	Choice of extracurricular activities	A	B	C	D	E
57.	Student participation in extracurricular activities	A	B	C	D	E
58.	Attitude of students about the school	A	B	C	D	E
59.	Attitude of parents about the school	A	B	C	D	E
60.	Attitude of teachers about the school	A	B	C	D	E
61.	Attitude of district residents about the school	A	B	C	D	E
62.	Community involvement in school activities	A	B	C	D	E
63.	Sense of community pride	A	B	C	D	E
64.	Relationship between the communities involved	A	B	C	D	E
65.	Representation of community views on school board	A	B	C	D	E
66.	Utilization of available money for educational programs	A	B	C	D	E
67.	Transportation services (busing)	A	B	C	D	E
68.	Business activity in the community	A	B	C	D	E

For the following questions, please write in your answer or check the appropriate response.

69. Name of community in which you live _____

70. What is the last grade you completed in school? _____

OVER----> Please complete the questions on the back.

71. Number of children in kindergarten through 12th grade

____ 0
____ 1
____ 2
____ 3
____ 4 or more

72. How long have you lived in this community?

____ less than 1 year
____ 1-3 years
____ 4-10 years
____ 11-20 years
____ over 20 years

73. Did you attend high school in the community where you live now?

____ Yes
____ No

74. Where do you consider yourself to live?

____ within the city limits
____ rural

75. How many miles do you live from the high school?

____ 0-3 miles
____ 4-10 miles
____ 11-20 miles
____ 21-30 miles
____ more than 30 miles

76. Yearly gross household income

____ under $10,000
____ $10,000-19,999
____ $20,000-34,999
____ $35,000-49,999
____ $50,000 or more

77. Has your child changed high schools because of reorganization or whole grade sharing?

____ Yes
____ No

78. Gender

____ Male
____ Female

If you would like to write any comments concerning the effect that reorganization or whole grade sharing has had on you, or how you think it would affect you, please do so below.

Thank you for taking the time to complete this survey. Your responses are very important to the study.

Please fold both parts of your survey, put them in the postage-paid envelope, and drop it in a mailbox.

COMMUNITY OPINION INVENTORY

PART A

The purpose of this inventory is to assist in learning more about your school(s)' instructional programs. Your opinions and attitudes are of vital importance to this assessment.

This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Do not sign your name or identify yourself in any way.

Remember that your opinions and attitudes are important because they will assist school personnel in making better decisions regarding improvement in your school(s).

Directions

The following statements describe a wide variety of conditions related to the operation of your school(s). We want to know to what extent you agree or disagree with each statement. Therefore, indicate your opinion by marking each statement as follows:

Circle the SA if you STRONGLY AGREE with the statement
A if you AGREE but not strongly
U if you are UNDECIDED
D if you DISAGREE
SD if you STRONGLY DISAGREE

(NOTE: If you have been given an answer sheet, make these marks with a No. 2 pencil as described on the answer sheet; if not, you may mark the letters to the right of each statement.)

Example: I am aware of the effectiveness of our schools. SA (A) U D SD

In this case the respondent AGREES with the statement, but not strongly, so A was marked.

Turn to the next page and begin.

The *Community Opinion Inventory*, Part A, is packaged separately and may be purchased in quantity from the National Study of School Evaluation.

NATIONAL STUDY OF SCHOOL EVALUATION

5201 Leesburg Pike, Falls Church, Virginia 22041

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COMMUNITY OPINION INVENTORY

PART A

Circle the SA if you STRONGLY AGREE with the statement
A if you AGREE but not strongly
U if you are UNDECIDED
D if you DISAGREE
SD if you STRONGLY DISAGREE

1. In general, our teachers are competent. SA A U D SD
2. I understand the mission of the school(s) in our community. SA A U D SD
3. The goals of the school(s) are consistent with the local values. SA A U D SD
4. Public statements by school officials are consistent with the school(s)' program(s). SA A U D SD
5. School discipline is appropriately maintained. SA A U D SD
6. There are problems with drug and alcohol use among students. SA A U D SD
7. The drop out rate is too high in our school(s). SA A U D SD
8. All students have equal access to education in our community. SA A U D SD
9. All students have an equal chance to be in activities (clubs, musical groups, sports, etc.). SA A U D SD
10. Transportation of students to and from school(s) is not a problem. SA A U D SD
11. Parents are interested in what is going on in our school(s). SA A U D SD
12. I know fairly well what the school(s)' curriculum covers. SA A U D SD
13. Our students are seldom motivated to do their best work. SA A U D SD
14. All things considered, students are learning about all they can from their school experience. SA A U D SD
15. There is enough attention given to teaching the basic skills (3 R's, etc.). SA A U D SD
16. Ethical behavior in society gets too little attention in our school(s). SA A U D SD
17. Funding of programs appears equal across all our school(s). SA A U D SD
18. The community gets all the information it needs about the school(s)' programs. SA A U D SD
19. The total educational program offered to students is of high quality. SA A U D SD
20. The community viewpoint weighs heavily when school educators make decisions. SA A U D SD
21. The achievement level is appropriate for our students. SA A U D SD
22. The proportion of funds given to instruction (in contrast to administration, maintenance, sports, etc.) is appropriate. SA A U D SD
23. The school(s)' programs are broad enough to meet the educational needs of all students in this community. SA A U D SD
24. Our schools are preparing students to be effective participants in the world economy. SA A U D SD
25. The programs for special children (physically/mentally handicapped, talented, etc.) are appropriate. SA A U D SD
26. Building facilities (work space, furnishings, etc.) are adequate to support the instructional program. SA A U D SD
27. Citizenship is effectively taught in our school(s). SA A U D SD
28. For the most part, I am satisfied with our school(s). SA A U D SD
29. Teacher salaries are appropriate in our school(s). SA A U D SD
30. Teachers are well respected in this community. SA A U D
31. Our school(s)' facilities are well maintained (clean, painted, etc.). SA A U D SD
32. Our school(s) are conveniently located in the community. SA A U D SD

School facilities have been planned so as to get the most for the expenditure. SA A U D SD

34. School officials welcome classroom visits from members of the community. SA A U D SD

35. I am only interested in school programs when they increase taxes. SA A U D SD

36. If I wished, I could easily get a school administrator on the telephone. SA A U D SD

37. School adminstrators give high priority to getting good value for every dollar spent. SA A U D SD

38. School board members represent our community well. SA A U D SD

39. I wish I were better informed about school(s). SA A U D SD

40. School board members are easy to contact on any school issue. SA A U D SD

41. On all issues, school boards give attention to community input. SA A U D SD

42. Schools are appropriately available for community functions. SA A U D SD

43. Our school(s) have a positive impact on community property values. SA A U D SD

44. School sports and co-curricular programs (intramurals, clubs, dramatics, contests, etc.) are important features in our community. SA A U D SD

45. This community can well afford school improvements. SA A U D SD

Community Opinion Survey
Part B

We would like your opinions about the effects of whole grade sharing or reorganization on Iowa schools.

If your school has been involved in reorganization with another district or is whole grade sharing with another school, please rate the following factors in terms of **how you think these changes have affected your school or community**.

If your school has not been involved in reorganization or whole grade sharing, please indicate how **you think your school or community would be affected.**

Please mark your responses on the answer sheet, using the following scale:

A=Much Better **B=Slightly Better** **C=No Change** **D=Slightly Worse** **E=Much Worse**

46.	Overall quality of your school	A	B	C	D	E
47.	Student achievement	A	B	C	D	E
48.	Choice of courses	A	B	C	D	E
49.	Accessibility to technology, such as computers	A	B	C	D	E
50.	Choice of extracurricular activities	A	B	C	D	E
51.	Student participation in extracurricular activities	A	B	C	D	E
52.	Attitude of students about the school	A	B	C	D	E
53.	Attitude of parents about the school	A	B	C	D	E
54.	Attitude of teachers about the school	A	B	C	D	E
55.	Attitude of district residents about the school	A	B	C	D	E
56.	Community involvement in school activities	A	B	C	D	E
57.	Sense of community pride	A	B	C	D	E
58.	Relationship between the communities involved	A	B	C	D	E
59.	Representation of community views on school board	A	B	C	D	E
60.	Utilization of available money for educational programs	A	B	C	D	E
61.	Transportation services (busing)	A	B	C	D	E
62.	Business activity in the community	A	B	C	D	E

Use the scales listed after each question to answer the following.

63. Number of children in kindergarten through 12th grade
A=0 **B**=1 **C**=2 **D**=3 **E**=4 or more

64. How long have you lived in this community?
A=less than 1 year **B**=1-3 years **C**=4-10 years **D**=11-20 years **E**=Over 20 years

OVER----> Please complete the questions on the back.

65. Did you attend high school in the community where you live now?
A=Yes **B**=No

66. How many miles do you live from the high school?
A=0-3 miles **B**=4-10 miles **C**=11-20 miles **D**=21-30 miles **E**=more than 30 miles

67. Where do you consider yourself to live?
A=within the city limits **B**=rural

68. Have any of your children changed high schools because of reorganization or whole grade sharing?
A=Yes **B**=No

69. Yearly gross household income
A=under $10,000 **B**=$10,000-19,999 **C**=$20,000-34,999 **D**=$35,000-49,999 **E**=$50,000 or more

If you would like to write any comments concerning the effect that reorganization or whole grade sharing has had on you, or how you think it would affect you, please do so below and return this sheet with your answer form.

APPENDIX C
RETURN RATES

Table C1. Return Rates -- Students

Sampling Frame	*School District ID*	*Number Sent*	*Number Returned*	*Percent Returned*
Closed High School (1-3 years), proportionate	1	60	54	90.00
	4	66	62	93.94
	5	39	32	82.05
	6	52	51	98.08
	7	44	43	97.73
	8	26	25	96.15
Closed High School (1-3 years), disproportionate	2	67	48	71.64
	3	52	38	73.08
	9	50	32	64.00
Closed High School (4-10 years), proportionate	12	53	49	92.45
	13	50	43	86.00
	14	36	31	86.11
	15	75	56	74.67
	19	28	24	85.71
	20	21	20	95.24
Closed High School (4-10 years), disproportionate	11	105	93	88.57
	16	151	108	71.52
	17	35	29	82.86
	18	85	81	95.29
Did Not Close a High School	21	37	33	89.19
	22	40	35	87.50
	23	65	62	95.38
	24	53	25	47.17
	25	35	34	97.14
	26	22	14	63.64

Table C2. Return Rates -- Teachers

Sampling Frame	*School District ID*	*Number Sent*	*Number Returned*	*Percent Returned*
Closed High School (1-3 years), proportionate	1	26	15	57.69
	4	25	21	84.00
	5	20	15	75.00
	6	15	14	93.33
	7	24	21	87.50
	8	20	19	95.00
Closed High School (1-3 years), disproportionate	2	28	19	67.86
	3	25	21	84.00
	9	25	16	64.00
Closed High School (4-10 years), proportionate	12	18	17	94.44
	13	22	14	63.64
	14	20	20	100.00
	15	30	22	73.33
	19	14	12	85.71
	20	17	15	88.24
Closed High School (4-10 years), disproportionate	11	26	22	84.62
	16	48	28	58.33
	17	17	12	70.59
	18	25	23	92.00
Did Not Close a High School	21	22	18	81.82
	22	20	12	60.00
	23	20	14	70.00
	24	24	19	79.17
	25	22	21	95.45
	26	13	5	38.46

Table C3. Return Rates -- Parents

Sampling Frame	*School District ID*	*Number Sent*	*Number Returned*	*Percent Returned*
Closed High School (1-3 years), proportionate	1	60	14	23.33
	4	66	26	39.39
	5	39	15	38.46
	6	52	15	28.85
	7	44	19	43.18
	8	26	9	34.62
Closed High School (1-3 years), disproportionate	2	67	22	32.84
	3	52	16	30.77
	9	50	5	10.00
Closed High School (4-10 years), proportionate	12	53	13	24.53
	13	50	17	34.00
	14	36	9	25.00
	15	75	15	20.00
	19	28	2	7.14
	20	21	6	28.57
Closed High School (4-10 years), disproportionate	11	105	26	24.76
	16	151	22	14.57
	17	35	20	57.14
	18	85	27	31.76
Did Not Close a High School	21	37	9	24.32
	22	40	16	40.00
	23	65	14	21.54
	24	53	8	15.09
	25	35	12	34.29
	26	22	7	31.82

Table C4. Return Rates -- Community Members

Sampling Frame	*School District ID*	*Number Sent*	*Number Returned*	*Percent Returned*
Closed High School (1-3 years), proportionate	1	80	5	6.25
	4	80	30	37.50
	5	80	24	30.00
	6	80	36	45.00
	7	80	39	48.75
	8	80	0	0.00
Closed High School (1-3 years), disproportionate	2	80	12	15.00
	3	80	7	8.75
	9	80	0	0.00
Closed High School (4-10 years), proportionate	12	80	16	20.00
	13	80	12	15.00
	14	80	21	26.25
	15	80	56	70.00
	19	80	6	7.50
	20	80	0	0.00
Closed High School (4-10 years), disproportionate	11	80	71	88.75
	16	80	0	0.00
	17	80	54	67.50
	18	80	9	11.25
Did Not Close a High School	21	60	55	91.67
	22	60	13	21.67
	23	60	20	33.33
	24	60	15	25.00
	25	60	0	0.00
	26	60	0	0.00

APPENDIX D
MEANS TABLES
FOR THE INDIVIDUAL ITEMS --
ALL DISTRICTS COMBINED

Table D1. Student Mean Ratings -- All Districts Combined

STUDENT INVOLVEMENT	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
I am in all the student activities (clubs, plays, sports, music, etc.) that I want to be in.	25	4.03	0.28	3.70	4.64	22
In the student activities in which I participate (clubs, plays, sports, music, etc.) students are involved in planning all the activities.	25	3.07	0.28	2.67	3.86	1
I would feel welcome in almost all school activities.	25	3.51	0.31	2.91	4.33	5
The adult sponsors in the activities that I am in seem sincerely interested in the activities.	25	3.84	0.26	3.47	4.33	13
The variety of activities is great enough so that everyone can find an activity that matches his/her interest.	25	3.29	0.33	2.77	4.05	1
I am satisfied with the quality of student activities.	25	3.40	0.30	2.94	4.12	3
Students feel that they "fit in" at our school.	25	3.35	0.32	2.74	3.79	3

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree

Table D2. Student Mean Ratings -- All Districts Combined

STUDENT/TEACHER RELATIONS	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Teachers are concerned that students learn the subject(s) they teach.	25	3.69	0.24	3.13	4.21	9
Teachers usually provide all the help I need with assignments.	25	3.62	0.23	3.28	4.23	7
Teachers explain clearly how assignments are to be done.	25	3.34	0.25	2.96	4.03	3
Most teachers are willing to give students individual help outside of class time.	25	3.96	0.21	3.56	4.32	22
Teachers give me enough personal encouragement in my school work.	25	3.09	0.27	2.59	3.58	0
In most of my classwork I am satisfied with the methods used to teach the courses.	25	3.50	0.20	3.14	3.87	3
In general, our teachers are competent.	25	3.63	0.23	3.27	4.07	7
Our students are usually motivated to do their best work.	25	3.10	0.26	2.63	3.51	0

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree

Table D3. Student Mean Ratings -- All Districts Combined

STUDENT/COUNSELOR RELATIONS	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
School counselors and/or advisors give all the help students need in program planning.	25	3.15	0.63	1.95	4.17	6
In general, I am satisfied with the time I am given by our counselors.	25	3.19	0.64	1.65	4.24	5
School counselors and/or advisors give students all the help they need in the selection of a vocation.	25	3.10	0.55	1.75	4.06	4
My counselor is accessible if I need help in solving personal problems.	25	3.27	0.65	1.60	4.20	6

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree

Table D4. Student Mean Ratings -- All Districts Combined

STUDENT/ADMINISTRATION RELATIONS	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
If I had a problem or suggestion for the principal, I could usually see him/her that same day.	25	3.60	0.49	2.65	4.44	8
In general, the people in the principal's office seem to care about students as individuals.	25	3.35	0.60	2.13	4.44	7
I am satisfied with the way the administration includes students in making decisions about matters which directly affect the students (dress code, assemblies, etc.).	25	2.56	0.60	1.61	4.23	1
I am satisfied with the personal encouragement our principal gives students concerning our schoolwork.	25	2.79	0.63	1.84	3.96	3

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree

Table D5. Student Mean Ratings -- All Districts Combined

CURRICULUM/INSTRUCTION (1)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
In virtually all coursework students see a relationship between what they are studying and their everyday lives.	25	2.93	0.19	2.59	3.33	0
In most of my classwork I am satisfied with the methods used to teach the courses.	25	3.50	0.20	3.14	3.87	3
Regardless of what my grades may be, I feel that in most of my school subjects I am learning a lot this year.	25	3.66	0.17	3.34	4.00	7
Students' homework is beneficial to mastery of school subjects.	25	3.18	0.22	2.80	3.71	0
All things considered, students are learning about all they can from their school experiences.	25	3.22	0.21	2.92	3.66	0
In general, I am satisfied with the variety of subjects offered.	25	3.46	0.32	2.90	3.98	6
In general, our teachers are competent.	25	3.63	0.23	3.27	4.07	7

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree

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Table D5. (Continued)

CURRICULUM/INSTRUCTION (2)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Building facilities (work space, furnishings, etc.) are adequate to support the instructional program.	25	3.55	0.46	2.47	4.39	8
The media center (library of books, audiovisual tapes, etc.) plays a central role in learning.	25	3.25	0.31	2.67	3.97	2
Our school program is preparing students well for the complex economic and social problems of today.	25	3.03	0.27	2.57	3.48	0
Our students are usually motivated to do their best work.	25	3.10	0.26	2.63	3.51	0
The total educational program offered to students is of high quality.	25	3.67	0.33	2.68	3.88	5

Table D6. Student Mean Ratings -- All Districts Combined

SCHOOL IMAGE	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
In general, our community is proud of our school.	25	3.72	0.57	2.92	4.82	11
"School spirit" is very good.	25	3.42	0.79	1.74	4.65	10
For the most part, I am satisfied with our school.	25	3.48	0.43	2.58	4.12	7
There is no drug and/or alcohol problem in our school.	25	2.34	0.48	1.54	3.32	0
Cheating is not a serious problem in our school.	25	3.23	0.22	2.92	3.67	0
I am satisfied with the amount of parent interest in school functions.	25	3.39	0.39	2.70	4.04	5

Table D7. Teacher Mean Ratings -- All Districts Combined

ORGANIZATION/ADMINISTRATION (1)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
When you need to talk to an administrator, you can do so with relative ease.	25	4.29	0.46	3.07	4.90	22
The faculty work load is equitably divided.	25	3.17	0.40	2.40	3.80	2
Teachers are regularly involved in the selection of topics for in-service programs.	25	3.02	0.56	1.79	4.00	2
The in-service education programs in which you participate are helpful.	25	3.18	0.50	2.29	4.00	3
Teachers are regularly involved in development of school policy.	25	3.18	0.43	2.46	3.92	3
The principal is fair and open in dealing with teachers.	25	4.01	0.72	2.14	4.95	19
Class visitations by our principal/supervisor contribute to improved quality of instruction.	25	3.51	0.58	2.36	4.37	11

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree

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Table D8. Teacher Mean Ratings -- All Districts Combined

ORGANIZATION/ADMINISTRATION (2)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Teachers are regularly involved in curriculum development.	25	4.28	0.29	3.36	4.75	24
Teachers are allowed freedom in the selection of teaching methods.	25	4.40	0.23	3.71	4.79	24
Teachers are allowed freedom to present different points of view on controversial issues.	25	3.99	0.36	3.33	4.52	18
Teachers are provided adequate time each day to prepare for teaching.	25	2.88	0.41	2.27	3.64	0
The school's priorities for expenditures of funds are very appropriate.	25	3.15	0.46	2.25	4.08	3

Table D9. Teacher Mean Ratings -- All Districts Combined

INSTRUCTION (1)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Building facilities (work space, furnishings, etc.) are adequate to support the instructional program.	25	3.70	0.64	2.59	4.80	15
All things considered, students are learning about all they can from their school experiences.	25	3.39	0.38	2.73	4.25	4
In virtually all coursework students see a purpose between what they are studying and their everyday lives.	25	2.99	0.33	2.14	3.53	0
In general, our teachers are competent.	25	4.34	0.26	3.90	4.80	25
Students do enough individual work (both in and out of class) to learn what is taught.	25	3.48	0.27	2.96	3.95	6
Teachers give students all the help they need with their schoolwork.	25	3.95	0.28	3.47	4.42	19
Teachers give students enough personal encouragement in their schoolwork.	25	3.89	0.25	3.42	4.33	18

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree

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Table D9. (Continued)

INSTRUCTION (2)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Teachers are allowed freedom in the selection of teaching materials.	25	4.35	0.25	3.80	4.86	25
Teachers are allowed freedom in the selection of teaching methods.	25	4.40	0.23	3.71	4.79	24
Teachers are allowed freedom to present different points of view on controversial issues.	25	3.99	0.36	3.33	4.52	18
Our students are usually motivated to do their best work.	25	3.60	0.38	2.76	4.21	9
Teaching supplies and equipment (paper, laboratory supplies, books, audiovisual equipment, etc.) are available in adequate amounts to support good teaching.	25	3.58	0.35	2.82	4.25	9
The media center (library of books, audiovisual tapes, etc.) plays a central role in learning.	25	3.58	0.34	2.80	4.14	10
The sizes of our classes do not limit our instructional effectiveness.	25	3.27	0.59	2.07	4.40	7

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Table D9. (Continued)

INSTRUCTION (3)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
I am satisfied with the emphasis that is being placed on study skills in our school.	25	2.90	0.46	2.18	4.37	1
I am satisfied with the emphasis that is being placed on individualization in our school.	25	3.34	0.34	2.86	4.21	2
I am satisfied with the emphasis that is being placed on critical/creative thinking skills in our school.	25	3.14	0.28	2.54	3.64	0
I am satisfied with the emphasis that is being placed on media center resources in our school.	25	3.68	0.37	2.63	4.29	11

Table D10. Teacher Mean Ratings -- All Districts Combined

STUDENT SUPPORT CLIMATE	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
I am very satisfied with the consistency by which discipline problems are handled by other teachers.	25	3.20	0.44	2.22	3.92	2
I am very satisfied with the extent to which the administration includes students in making decisions about matters which directly affect discipline (dress codes, school rules, assemblies, etc.).	25	3.32	0.40	2.64	4.09	5
If I have a discipline problem the administration gives me the support I need.	25	4.04	0.58	2.62	4.84	18
I am satisfied with the way students are served by counselors.	25	3.42	0.60	2.33	4.47	8
I am satisfied with the way students are treated by administrators.	25	3.85	0.55	2.57	4.68	18
I am satisfied with the way students are treated by teachers.	25	3.96	0.20	3.50	4.33	20
Teachers, counselors, and administrators give all the help students need in solving personal problems.	25	3.53	0.28	3.04	4.17	7
School counselors and/or advisors give all the help students need in program planning.	25	3.42	0.39	2.80	4.17	6
School counselors and/or advisors give students all the help they need in the selection of a vocation.	25	3.32	0.44	2.33	4.08	5

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree

Table D11. Teacher Mean Ratings -- All Districts Combined

SCHOOL/COMMUNITY RELATIONS	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
I welcome parent-initiated contact.	25	4.35	0.28	3.38	4.80	24
Teachers typically contact most of their students' parents.	25	2.88	0.39	2.27	3.60	0
Parents have knowledge about the school and its program.	25	3.35	0.41	2.67	4.21	5
The status of teachers in our community is high.	25	3.02	0.30	2.42	3.48	0

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree

Table D12. Teacher Mean Ratings -- All Districts Combined

JOB SATISFACTION	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
The faculty work load is equitably divided.	25	3.17	0.40	2.40	3.80	2
Teachers are regularly involved in development of school policy.	25	3.18	0.43	2.46	3.92	3
The principal is fair and open in dealing with teachers.	25	4.01	0.72	2.14	4.95	19
In general, our teachers are competent.	25	4.34	0.26	3.90	4.80	25
The sizes of our classes do not limit our instructional effectiveness.	25	3.27	0.59	2.07	4.40	7
The status of our teachers in our community is high.	25	3.02	0.30	2.42	3.48	0
For the most part, I am satisfied with our school.	25	3.94	0.34	3.30	4.53	16
All things considered, I am satisfied with being a teacher.	25	4.14	0.23	3.83	4.67	25
The total educational program offered to students is of high quality.	25	4.05	0.35	3.20	4.64	22

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree

Table D13. Teacher Mean Ratings -- All Districts Combined

PROGRAMS (1)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
The total educational program offered to students is of high quality.	25	4.05	0.35	3.20	4.64	22
I am satisfied with the emphasis that is being placed on visual arts in our school..	25	3.62	0.36	2.71	4.43	11
I am satisfied with the emphasis that is being placed on business education in our school.	25	4.00	0.28	3.40	4.52	22
I am satisfied with the emphasis that is being placed on dramatics in our school.	25	3.71	0.40	2.79	4.62	12
I am satisfied with the emphasis that is being placed on English language arts in our school.	25	3.93	0.31	3.23	4.47	21
I am satisfied with the emphasis that is being placed on foreign languages in our school.	25	3.79	0.32	2.94	4.29	17
I am satisfied with the emphasis that is being placed on health and fitness in our school.	25	3.83	0.37	3.00	4.47	18

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree

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Table D13. (Continued)

PROGRAMS (2)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
I am satisfied with the emphasis that is being placed on home economics in our school.	25	3.87	0.28	3.21	4.52	20
I am satisfied with the emphasis that is being placed on industrial arts in our school.	25	3.77	0.30	3.21	4.27	14
I am satisfied with the emphasis that is being placed on vocational education in our school.	25	3.54	0.30	3.00	4.06	6
I am satisfied with the emphasis that is being placed on mathematics in our school.	25	4.08	0.22	3.60	4.53	24
I am satisfied with the emphasis that is being placed on music in our school.	25	3.83	0.28	3.29	4.37	16
I am satisfied with the emphasis that is being placed on science in our school.	25	4.03	0.28	3.40	4.68	22
I am satisfied with the emphasis that is being placed on social studies in our school.	25	3.84	0.34	2.90	4.53	19

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Table D13. (Continued)

PROGRAMS (3)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
I am satisfied with the emphasis that is being placed on computers in our school.	25	3.74	0.49	2.89	4.57	12
I am satisfied with the emphasis that is being placed on career education in our school.	25	3.23	0.36	2.54	4.00	3
I am satisfied with the emphasis that is being placed on drug education in our school.	25	3.52	0.29	2.85	4.10	6
I am satisfied with the emphasis that is being placed on sex education in our school.	25	3.36	0.31	2.78	4.00	2

Table D14. Teacher Mean Ratings -- All Districts Combined

STUDENT ACTIVITIES	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
The variety of student activities offered is excellent.	25	4.09	0.29	3.50	4.79	22
The expenses involved in some school activities (costumes, instruments, insurance, etc.) are not keeping some students from participating.	25	3.55	0.38	2.64	4.29	8
About all the students who wish to be included in school activities are included.	25	4.09	0.28	3.57	4.58	23
Transportation difficulties do not cause students to avoid student activities.	25	3.60	0.30	2.88	4.25	9
I am satisfied with the emphasis that is being placed on athletics program.	25	3.59	0.35	2.80	4.21	8
I am satisfied with the emphasis that is being placed on student activities.	25	3.87	0.21	3.56	4.32	18

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree

Table D15. Parent Mean Ratings -- All Districts Combined

PARENT/SCHOOL RELATIONS	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Reports concerning our students' progress are adequate.	25	3.87	0.22	3.33	4.20	19
Parents are informed of educational policies.	25	3.65	0.33	2.86	4.20	11
The concerns of parents are reflected in decisions affecting our school.	25	3.09	0.46	2.00	3.83	1
Our community is actively involved in all aspects of school operations.	25	3.37	0.46	2.56	4.17	7
For the most part, I am satisfied with our school.	25	3.69	0.38	3.00	4.33	13
It is easy to get an appointment to see a teacher.	25	4.01	0.34	3.43	4.62	20
It is easy to get an appointment with the administrators.	25	3.87	0.39	2.64	4.44	19

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Table D16. Parent Mean Ratings -- All Districts Combined

INSTRUCTIONAL OUTCOMES (1)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Our school is helping students to cope with a rapidly changing society.	25	3.43	0.37	2.50	4.00	6
Our school is helping students to understand world problems.	25	3.44	0.31	2.93	4.12	5
Our school is doing a good job in teaching students the language arts (reading, writing, grammar, etc.).	25	3.63	0.41	2.71	4.50	9
Our school is doing a good job in teaching students mathematics.	25	3.72	0.50	2.00	4.50	15
Our school is doing a good job in teaching students the sciences.	25	3.83	0.34	2.83	4.75	18
Our school is doing a good job of helping students understand their moral and ethical responsibilities.	25	3.21	0.42	2.50	3.92	3
Our school's program helps students to understand and get along with other people.	25	3.30	0.41	2.33	3.83	6
Health classes include adequate attention to both mental health and physical health.	25	3.50	0.28	2.67	3.93	7

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

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Table D16. (Continued)

INSTRUCTIONAL OUTCOMES (2)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Our school is doing a good job in teaching social studies (history, geography, government, etc.).	25	3.71	0.30	2.88	4.07	13
The curriculum adequately prepares students planning to continue their education to more advanced levels.	25	3.69	0.31	3.00	4.27	10
In virtually all of their coursework students see a relationship between what they are studying and their everyday lives.	25	2.95	0.36	2.00	3.88	1
The school's priorities for expenditures of funds are appropriate.	25	3.32	0.36	2.75	4.00	3
All things considered, students are learning about all they can from their school experiences.	25	3.45	0.34	2.85	3.92	5

Table D17. Parent Mean Ratings -- All Districts Combined

SCHOOL PROBLEMS	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Discipline is not a serious problem in our school.	25	3.37	0.58	1.50	4.42	4
Students' use of alcohol and/or drugs in our school is not a serious problem.	25	2.83	0.55	1.50	3.92	2
Vandalism is not a serious problem at our school.	25	3.52	0.52	2.00	4.38	9
Outsiders (e.g., unenrolled teens, peddlers, etc.) do not pose a threat to students in our school.	25	3.86	0.28	3.41	4.50	15
Student absenteeism is not a problem at our school.	25	3.55	0.41	2.54	4.25	9

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Table D18. Parent Mean Ratings -- All Districts Combined

PROGRAM FACTORS	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Students have sufficient amounts of homework to promote achievement in their courses.	25	3.83	0.24	3.43	4.40	16
The total educational program offered to students is of high quality.	25	3.53	0.42	2.67	4.33	8
In general, our teachers are competent.	25	3.81	0.30	3.27	4.38	14
Marks on assignments and course grades receive the right amount of emphasis.	25	3.56	0.29	3.00	4.00	8
The total variety of instructional topics is adequate.	25	3.56	0.31	2.67	4.07	8
The amount of educational change (introduction of new materials and methods of teaching) is about right.	25	3.45	0.34	2.77	4.00	5
Building facilities (work space, furnishings, etc.) are adequate to support the instructional program.	25	3.86	0.50	2.42	4.78	18
The school's programs adequately meet the needs of special students (learning disabled, gifted, etc.).	25	3.66	0.32	3.18	4.50	9
All things considered, students are learning about all they can from their school experiences.	25	3.45	0.34	2.85	3.92	5

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Table D19. Parent Mean Ratings -- All Districts Combined

STUDENT ACTIVITIES	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Appropriate emphasis is placed on the social development of students.	25	3.29	0.45	2.00	4.08	4
The activities program (clubs, drama, etc.) is sufficient to meet the needs of students.	25	3.89	0.25	3.00	4.25	20
Students' participation in school activities is an important aspect of their education at our school.	25	4.20	0.24	3.67	4.67	24
The role of, and emphasis on, the athletics program is about right.	25	3.23	0.40	2.44	3.93	4
The expenses involved in school activities (e.g., costumes, instruments, insurance, etc.) do not keep students from participating.	25	3.14	0.38	2.46	4.17	2

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Table D20. Parent Mean Ratings -- All Districts Combined

SUPPORT SERVICES	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Services provided by our counseling and guidance program are adequate for my son's/daughter's needs.	25	2.92	0.68	1.50	4.00	2
Health services at school are adequate.	25	3.62	0.36	2.76	4.20	10
The media center (library of books, audiovisual tapes, etc.) plays a central role in learning.	25	3.75	0.31	3.00	4.14	12
The basic to-and-from school transportation services meet the needs of students.	25	3.79	0.35	2.93	4.42	16
The lunch program is appropriate for our students' needs.	25	3.46	0.41	2.78	4.44	7
Our school is well maintained (clean, repaired, supplied, etc.).	25	4.06	0.44	2.93	4.78	20
Building facilities (work space, furnishings, etc.) are adequate to support the instructional program.	25	3.86	0.50	2.42	4.78	18
School personnel involve community services (e.g., welfare, mental health, law enforcement) to help meet students' needs.	25	3.61	0.24	3.00	4.00	9

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Table D21. Parent Mean Ratings -- All Districts Combined

PSYCHOSOCIAL CLIMATE	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Students show respect for each other.	25	3.48	0.38	2.67	4.25	6
The students and teachers have a good working relationship with each other.	25	3.72	0.39	2.50	4.33	12
Our students are usually motivated to do their best work.	25	3.39	0.45	2.00	4.20	5
The morale of students is good.	25	3.65	0.42	2.67	4.50	13
Teachers are concerned about my son/daughter as an individual.	25	3.75	0.42	2.87	4.58	12
School rules and regulations affecting students are reasonable.	25	3.90	0.30	3.33	4.42	16

Rating scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Table D22. Community Mean Ratings -- All Districts Combined

GENERAL SUPPORT CLIMATE (1)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
In general, our teachers are competent.	19	4.09	0.24	3.53	4.58	18
Public statements by school officials are consistent with the school(s)' program(s).	19	3.64	0.31	2.75	4.05	7
School discipline is appropriately maintained.	19	3.38	0.37	2.83	3.83	4
There are usually no problems with drug and alcohol use among students.	19	2.42	0.51	1.50	3.22	0
The drop out rate is not high in our school(s).	19	3.71	0.59	2.91	5.00	8
Parents are interested in what is going on in our school(s).	19	3.66	0.30	3.11	4.26	7
I know fairly well what the school(s)' curriculum covers.	19	3.68	0.34	3.11	4.42	8
Our students are usually motivated to do their best work.	19	3.44	0.41	2.47	3.92	5
There is enough attention given to teaching the basic skills (3 R's, etc.).	19	3.22	0.40	2.50	4.25	2

Rating scale: 1 = strongly disagree, 2 = agree, 3 = undecided, 4 = agree, 5 = strongly agree

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Table D22. (Continued)

GENERAL SUPPORT CLIMATE (2)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Ethical behavior in society gets enough attention in our school(s).	19	2.74	0.43	2.00	3.42	0
The community gets all the information it needs about the school(s)' programs.	19	3.13	0.34	2.63	4.00	1
The total educational program offered to students is of high quality.	19	3.72	0.35	2.92	4.17	11
The community viewpoint weighs heavily when school educators make decisions.	19	3.12	0.46	2.00	3.71	0
The achievement level is appropriate for our students.	19	3.55	0.38	2.89	4.20	6
The proportion of funds given to instruction (in contrast to administration, maintenance, sports, etc.) is appropriate.	19	2.98	0.31	2.25	3.44	0
The programs for special children (physically/mentally handicapped, talented, etc.) are appropriate.	19	3.58	0.35	2.50	4.00	5
Teachers are well respected in this community.	19	3.86	0.40	2.42	4.33	16
School sports and co-curricular programs (intramural, clubs, dramatics, contests, etc.) are important features in our community.	19	4.20	0.29	3.22	4.50	18

Table D23. Community Mean Ratings -- All Districts Combined

PROGRAM AWARENESS (1)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
In general, our teachers are competent.	19	4.09	0.24	3.53	4.58	16
I understand the mission of the school(s) in our community.	19	4.06	0.27	3.50	4.67	17
I know fairly well what the school(s)' curriculum covers.	19	3.68	0.34	3.11	4.42	8
Our students are usually motivated to do their best work.	19	3.44	0.41	2.47	3.92	5
The total educational program offered to students is of high quality.	19	3.72	0.35	2.92	4.17	11
The achievement level is appropriate for our students.	19	3.55	0.38	2.89	4.20	6
The school(s)' programs are broad enough to meet the educational needs of all students in this community.	19	3.55	0.39	2.50	4.25	4
Our schools are preparing students to be effective participants in the world economy.	19	3.47	0.42	2.67	4.42	4
The programs for special children (physically/mentally handicapped, talented, etc.) are appropriate.	19	3.58	0.35	2.50	4.00	5

Rating scale: 1 = strongly disagree, 2 = agree, 3 = undecided, 4 = agree, 5 = strongly agree

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Table D23. (Continued)

PROGRAM AWARENESS (2)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Building facilities (work space, furnishings, etc.) are adequate to support the instructional program.	19	3.68	0.56	2.50	4.58	10
Citizenship is effectively taught in our school(s).	19	3.33	0.42	2.42	4.07	2
For the most part, I am satisfied with our school(s).	19	3.87	0.35	2.96	4.33	14
Teachers are well respected in this community.	19	3.86	0.40	2.42	4.33	16

Table D24. Community Mean Ratings -- All Districts Combined

RESPONSIVENESS TO THE COMMUNITY (1)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
The goals of the school(s) are consistent with the local values.	19	3.86	0.36	3.08	4.50	12
School discipline is appropriately maintained.	19	3.38	0.37	2.83	3.83	4
The community viewpoint weighs heavily when school educators make decisions.	19	3.12	0.46	2.00	3.71	0
For the most part, I am satisfied with our school(s).	19	3.87	0.35	2.96	4.33	14
School facilities have been planned so as to get the most for the expenditure.	19	3.62	0.41	2.46	4.33	7
I am usually interested in school programs, not just when they increase taxes.	19	4.18	0.26	3.67	4.58	18
If I wished, I could easily get a school administrator on the telephone.	19	4.01	0.40	3.08	4.50	15
School administrators give high priority to getting good value for every dollar spent.	19	3.64	0.30	2.96	4.15	8

Rating scale: 1 = strongly disagree, 2 = agree, 3 = undecided, 4 = agree, 5 = strongly agree

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Table D24. (Continued)

RESPONSIVENESS TO THE COMMUNITY (2)	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
School board members represent our community well.	19	3.62	0.38	2.42	4.08	6
School board members are easy to contact on any school issue.	19	3.80	0.33	2.71	4.29	12
On all issues, school boards give attention to community input.	19	3.37	0.43	2.13	4.15	3
Schools are appropriately available for community functions.	19	3.91	0.33	2.87	4.42	15

Table D25. Community Mean Ratings -- All Districts Combined

EQUALITY OF OPPORTUNITY	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
All students have equal access to education in our community.	19	4.18	0.30	3.67	4.69	17
All students have an equal chance to be in activities (clubs, musical groups, sports, etc.).	19	3.78	0.42	3.11	4.67	11
Transportation of students to and from school(s) is not a problem.	19	3.80	0.38	2.86	4.17	13
The school(s)' programs are broad enough to meet the educational needs of all students in this community.	19	3.55	0.39	2.50	4.25	4
The programs for special children (physically/mentally handicapped, talented, etc.) are appropriate.	19	3.58	0.35	2.50	4.00	5
Our school(s) are conveniently located in the community.	19	4.26	0.32	3.33	4.67	18
School officials welcome classroom visits from members of the community.	19	3.76	0.30	3.21	4.31	11
Schools are appropriately available for community functions.	19	3.91	0.33	2.87	4.42	15

Rating scale: 1 = strongly disagree, 2 = agree, 3 = undecided, 4 = agree, 5 = strongly agree

Table D26. Community Mean Ratings -- All Districts Combined

RESOURCE STEWARDSHIP	*Number of Responses*	*Mean*	*S.D.*	*Lowest Rating*	*Highest Rating*	*Number of districts rating item 3.75 or higher*
Funding of programs appears equal across all our school(s).	19	2.96	0.32	2.21	3.42	0
The proportion of funds given to instruction (in contrast to administration, maintenance, sports, etc.) is appropriate.	19	2.98	0.31	2.25	3.44	0
Building facilities (work space, furnishings, etc.) are adequate to support the instructional program.	19	3.68	0.56	2.50	4.58	10
Teacher salaries are appropriate in our school(s).	19	3.49	0.31	2.83	4.00	4
Our school(s)' facilities are well maintained (clean, painted, etc.).	19	4.13	0.56	2.54	4.75	16
School facilities have been planned so as to get the most for the expenditure.	19	3.62	0.41	2.46	4.33	7
School administrators give high priority to getting good value for every dollar spent.	19	3.64	0.30	2.96	4.15	8